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Change Leadership in Higher Education

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Change Leadership in Higher Education

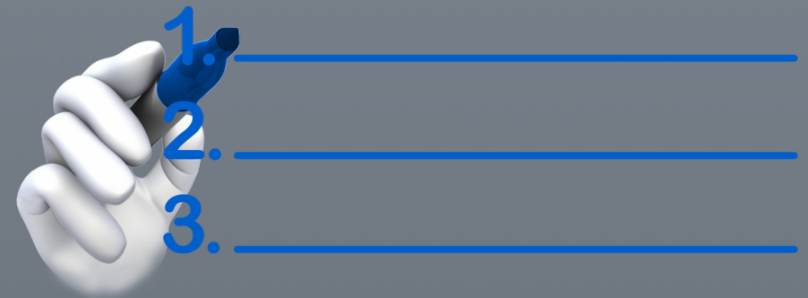
A Workshop for Academic Leaders



Our Goals for This Workshop

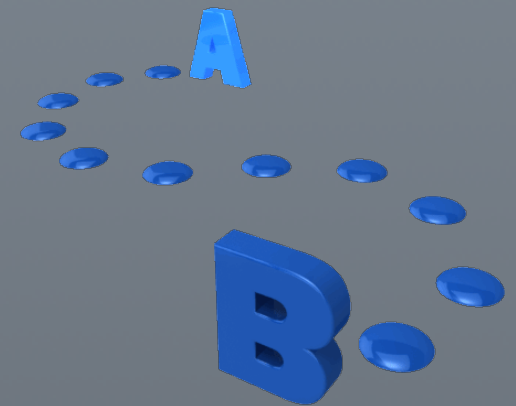
- To better understand what change *really* is and why it can be so difficult
- To understand the impediments that often prevent us from meeting our change goals
- To develop more successful strategies for pursuing change ... even those changes that are imposed on us

Goals



Exercise #1

- In order to make our discussion as practical and realistic as possible, let's think of some changes that affect you personally.
- Turn to Exercise #1 in your workbook, and identify three current or prospective changes:
 1. A change that you'd like to occur in your area.
 2. A change that you're being forced to make in your area or at your institution whether you like it or not.
 3. A change that you'd like to make in your personal life but that you're finding difficult to make.



Exercise #1

We'll take two minutes for this exercise.

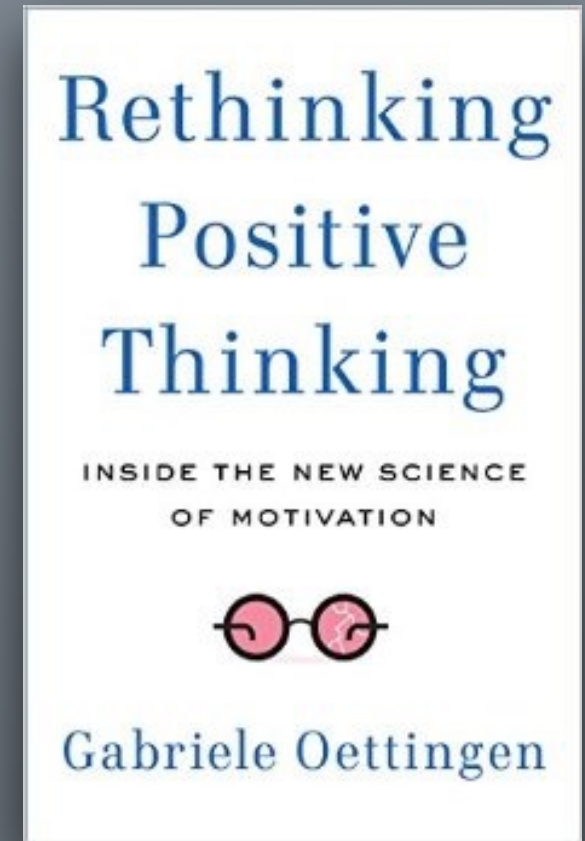
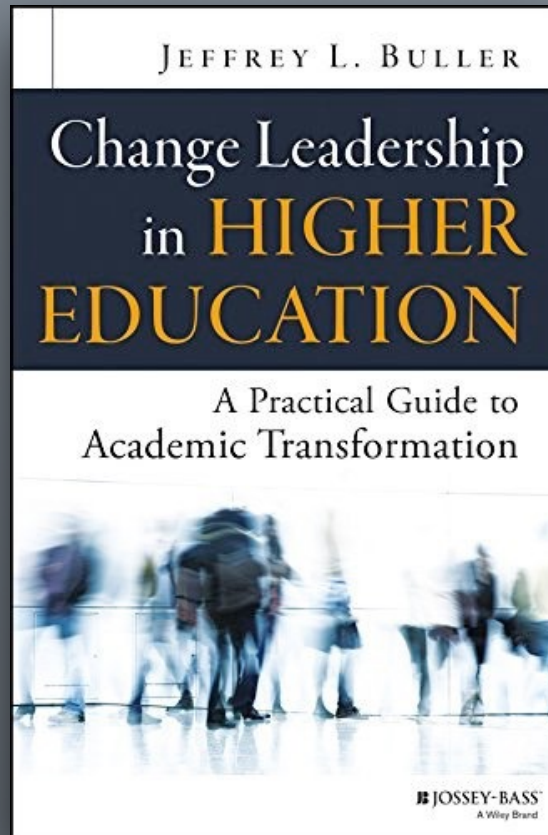
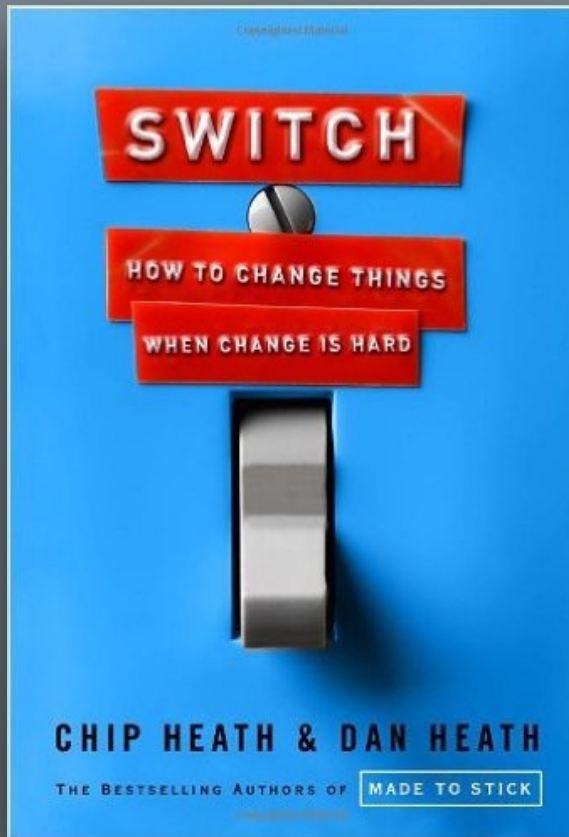


Exercise #1

- Now keep those changes in mind as we explore what works and what doesn't work in terms of change leadership.
- We'll refer to them several times during this workshop.



Major Sources



The Paradox

- We work in a field in which we constantly develop new ideas, solutions, and practices within our own fields. Basically we're in the progress business.
- But we and our colleagues often find it hard to change our own ideas, solutions, and practices within our own fields. Basically we're in the progress-resistance business.



So, Why Is Change So Hard?

Change in higher education is particularly hard (and frequently unsuccessful) because:

- **PSYCHOLOGY:** We try to implement change without understanding people's mindset about change.
- **SOCIOLOGY:** We try to import mechanisms for change that don't fit our organizational culture.
- **PHILOSOPHY:** We try to change things for the wrong reasons.

If we want to lead effectively for change, we need to explore three factors individually.

The Psychology of Change



The Meaning of Change

Change is not one thing. It doesn't mean the same thing to everyone.

The Meaning of Change

Why?



LOSS



There Are Many Meanings of “Change”

We'll examine three very common meanings:

- replacement
- improvement
- the change journey

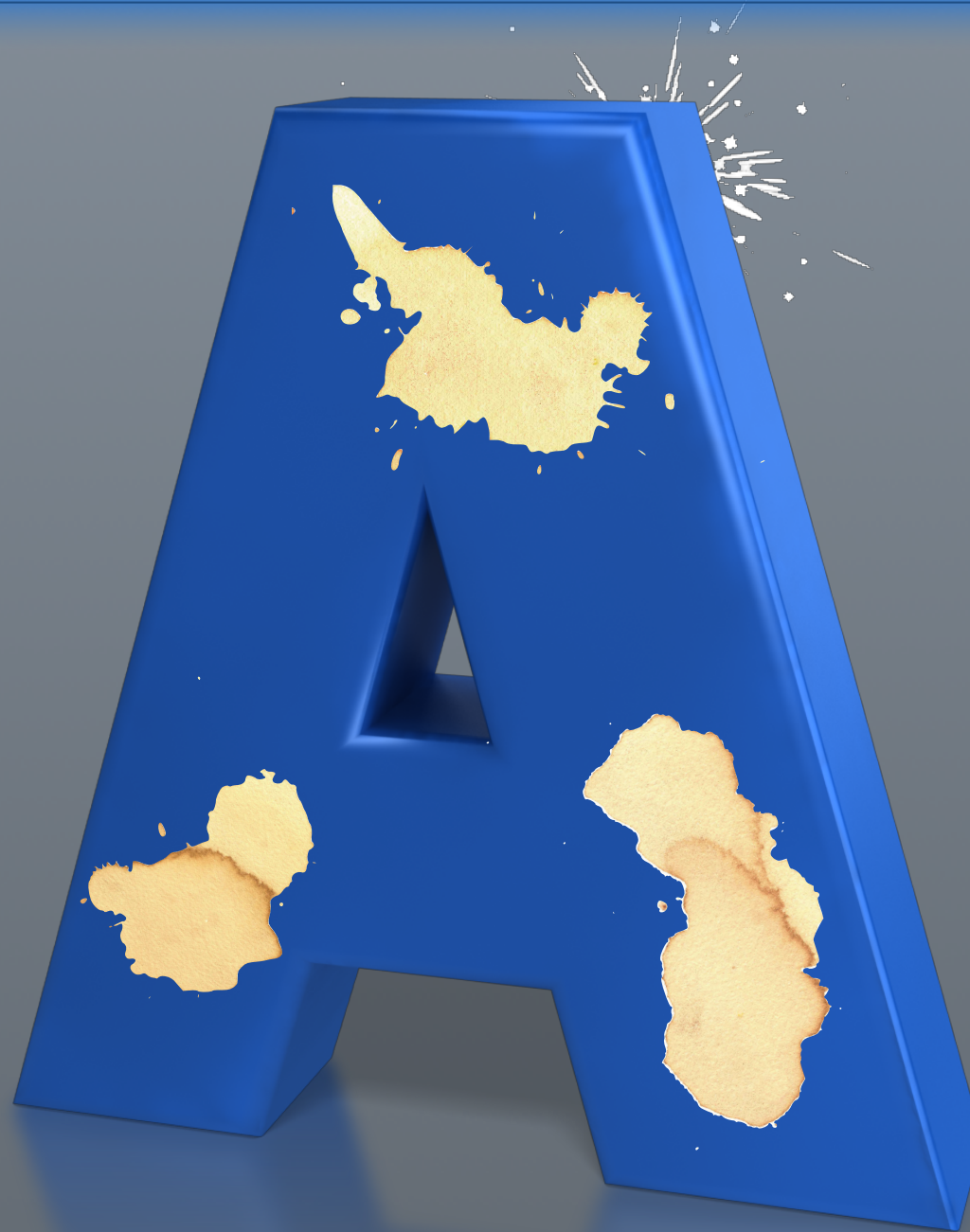


The Replacement View of Change



loss

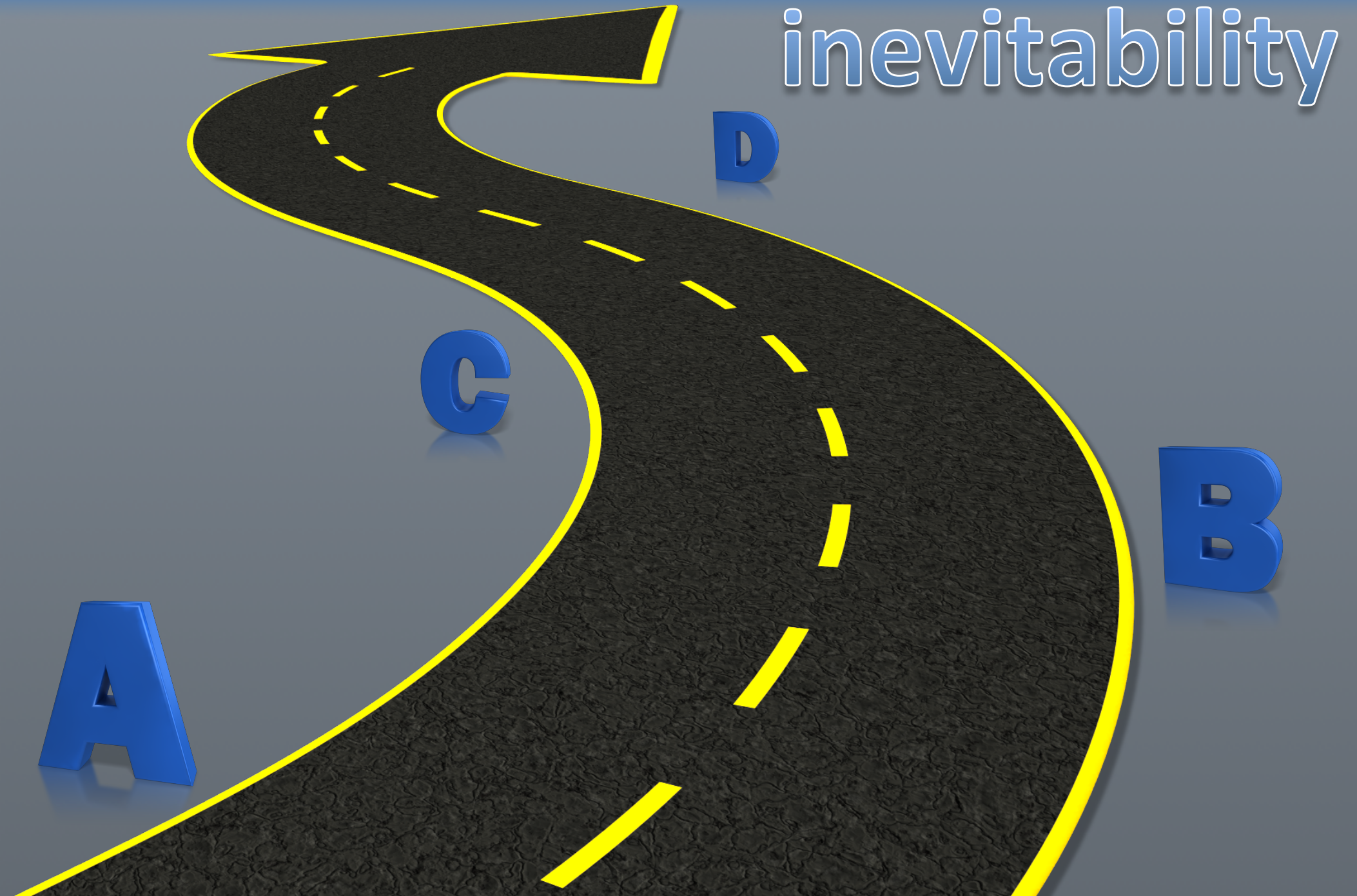
The Improvement View of Change



gain

The Journey View of Change

inevitability



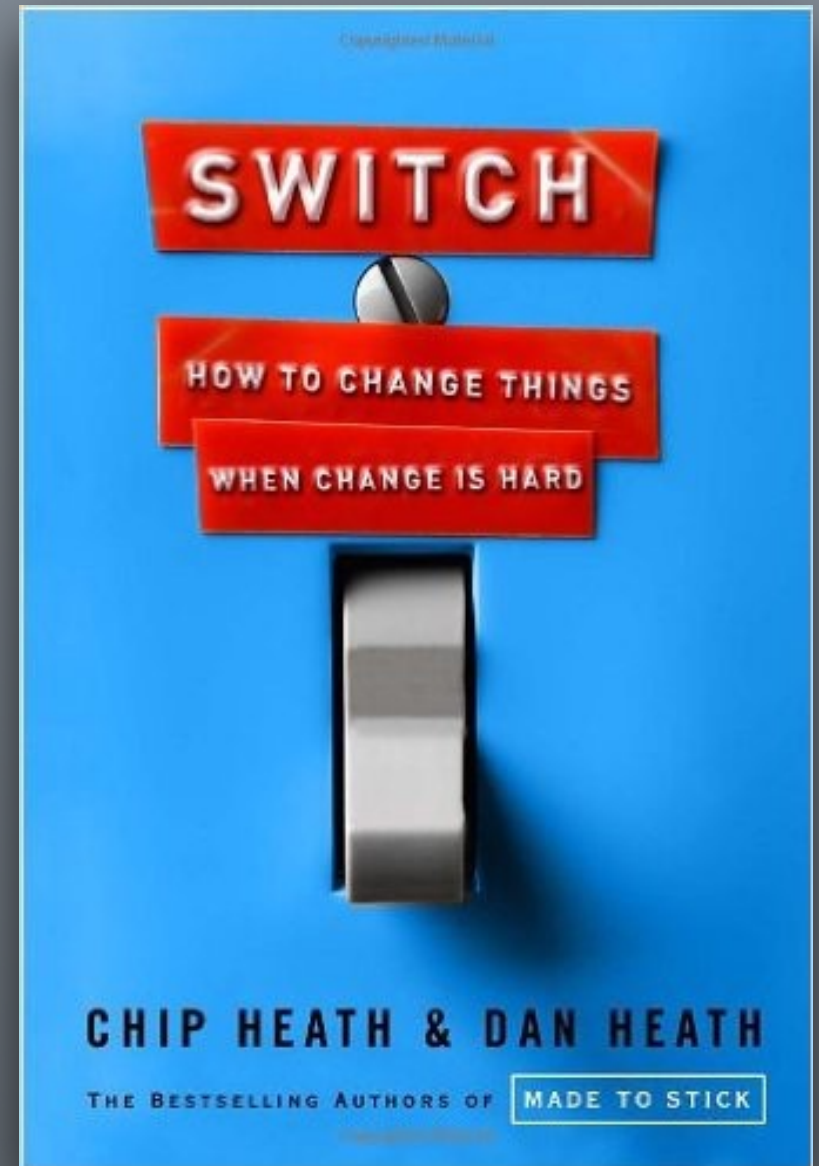
The Impact of These Views



What kind of journey?

The Heath Model

How do we
lead most
effectively,
given the
psychology of
change?



The Heath Model

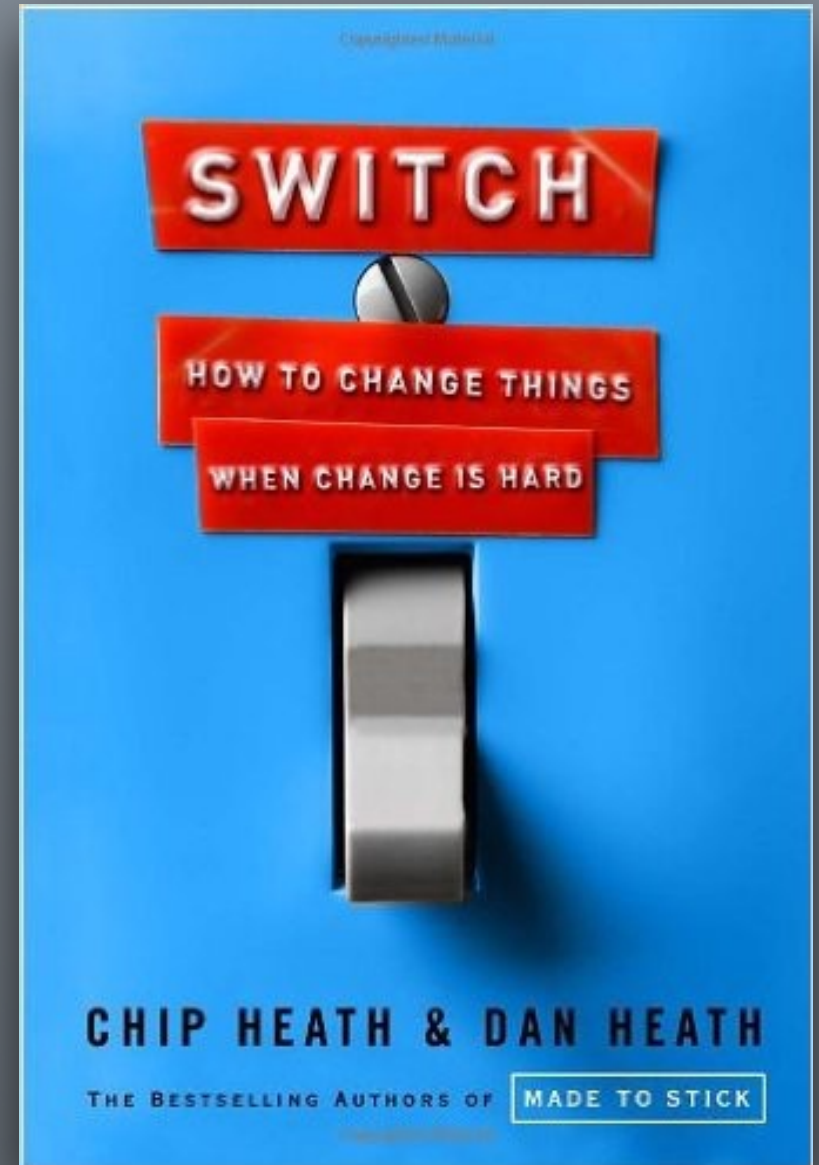
Three components of the psychology of change



The Rider

our rational,
intellectual side

*"I understand that
change may be
necessary."*

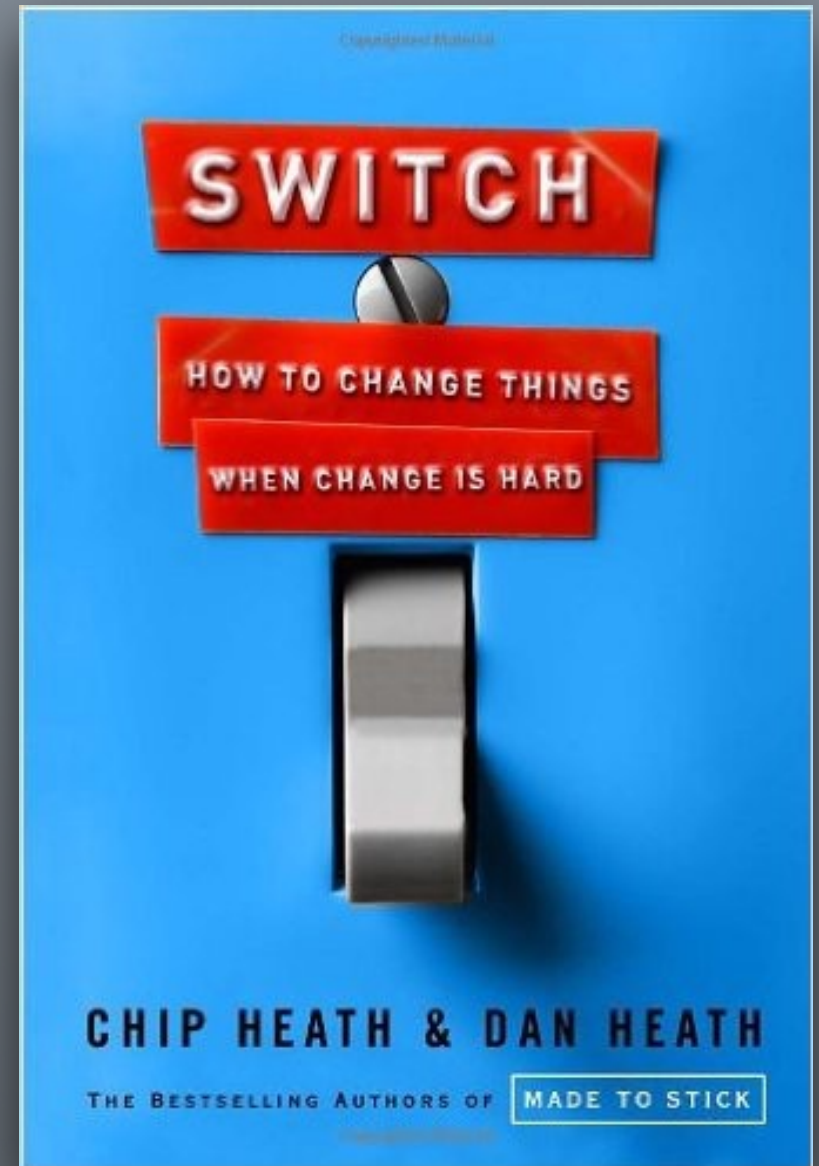
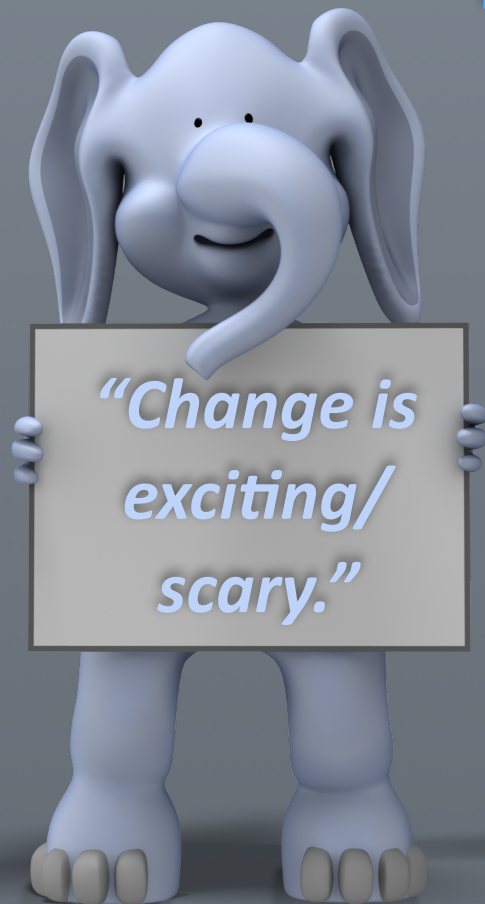


The Heath Model

Three components of the psychology of change

The Elephant

our emotional,
reactive side



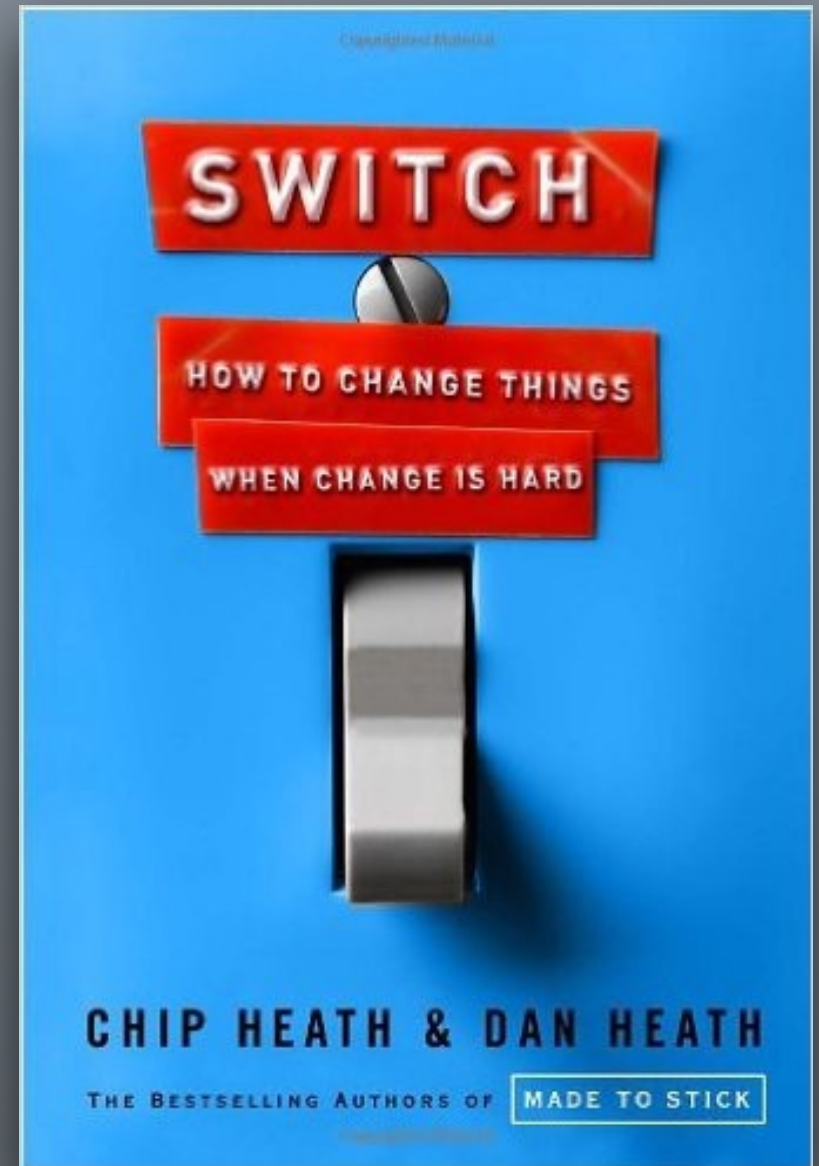
The Heath Model

Three components of the psychology of change

*“I think
we’re
headed this
way.”*

The Path

*our perception of
where we’re going*



The Heath Model

Engaging the Rider



1. Follow the bright spots

- ✓ Appreciative Inquiry
- ✓ What's working well?
- ✓ Use that as a model
- ✓ Do more of it

2. Script the critical moves

- ✓ Resist urge to overthink
- ✓ Set specific, achievable goals
- ✓ Note progress

3. Point to the destination

- ✓ Place specific goals within long-term context
- ✓ Keep eyes on the prize
- ✓ Explain the benefits

The Heath Model



1. Find the feeling: What is the dominant emotion?
2. Shrink the change: How can the change look less imposing, more manageable?
3. Appeal to identity: How does the change relate to who we are, our core values?
4. Grow your people: How can our community become more creative, entrepreneurial, inventive?

The Heath Model

Shaping the Path



1. Tweak the environment

- ✓ People tend to be more flexible with change when their physical space changes.
- ✓ EXAMPLE: Moves to new buildings are good times for curriculum revisions.

2. Build a habit

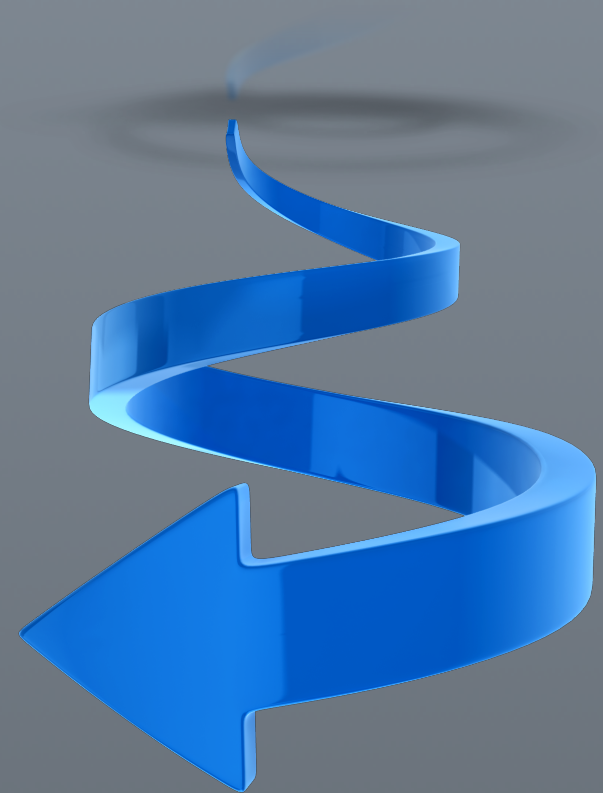
- ✓ Use checklists and “playlists” to make new practices habitual.
- ✓ Revise forms, reports, and policies.
- ✓ Schedule updates.

3. Rally the herd

- ✓ People follow other people.
- ✓ Nurture “first followers” or “early adopters.”

Exercise #2

- Unspiraling a death spiral.
- In this hypothetical case study, you're asked to advise a colleague about how to pursue a change that's resisted even by those whom the change would help.
- Use the Heath Brothers Model to advise your colleague.
- Discuss this case in small groups for ten minutes.
- Then we'll see what ideas you have.



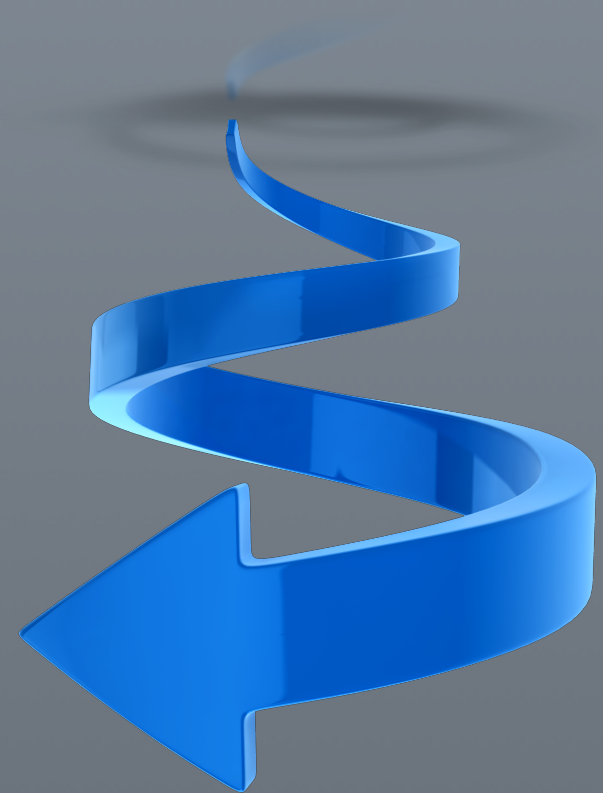
Exercise #2

We'll take ten minutes for this exercise.



Exercise #2

- Unspiraling a death spiral.
- In this hypothetical case study, you're asked to advise a colleague about how to pursue a change that's resisted even by those whom the change would help.
- Use the Heath Brothers Model to advise your colleague.
- *What ideas did you have?*



Exercise #3

- Now let's make these insights practical for you by examining the important changes that you identified earlier.
- You've got questions about the rider, elephant, and path involved in each of your changes.
- Spend ten minutes answering these questions.
- If you finish early, talk with others about how easy or difficult you found this process.



Exercise #3

We'll take ten minutes for this exercise.



Exercise #3

- How easy or difficult did you find this process?
- For any of your changes do you have clearer sense of what to do next?
- What are the challenges that you're still facing with respect to these changes?



The Sociology of Change



The Sociology of Change

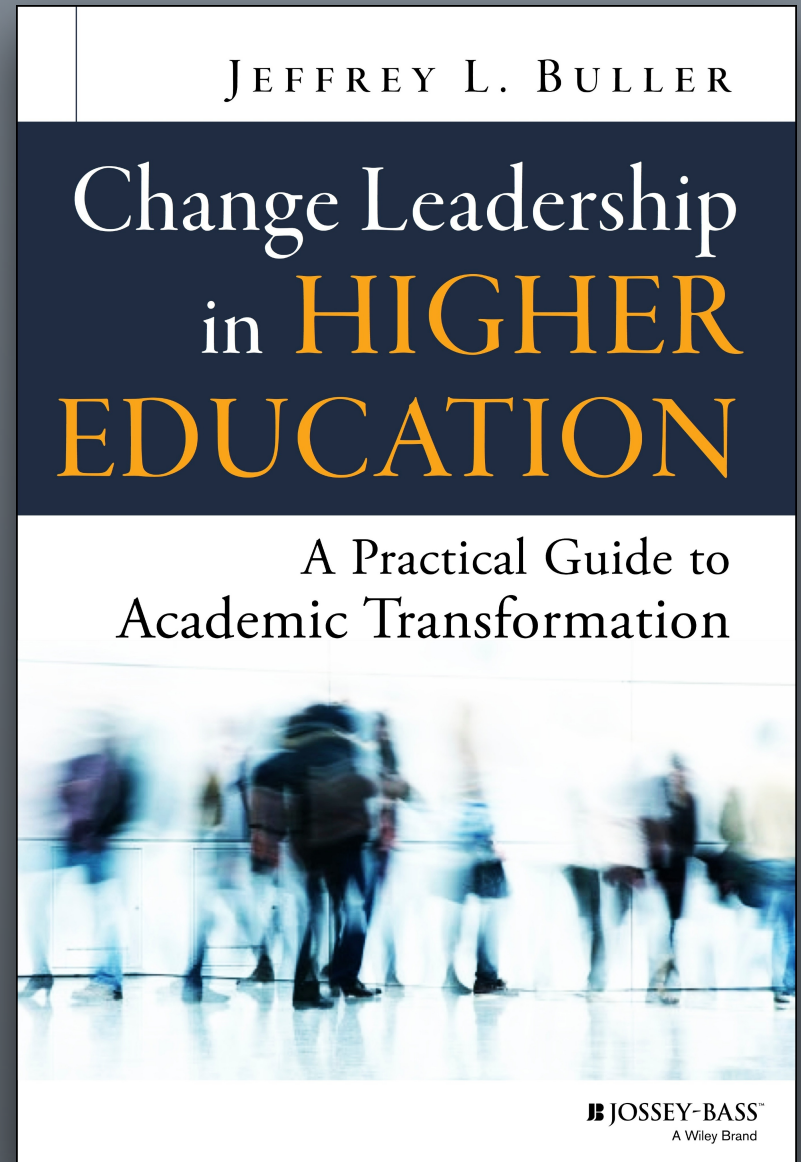
Change doesn't occur
within a vacuum. It
always occurs within a
system.

The Sociology of Change

So, if we're going to lead change effectively, we need to understand the system in which it occurs.

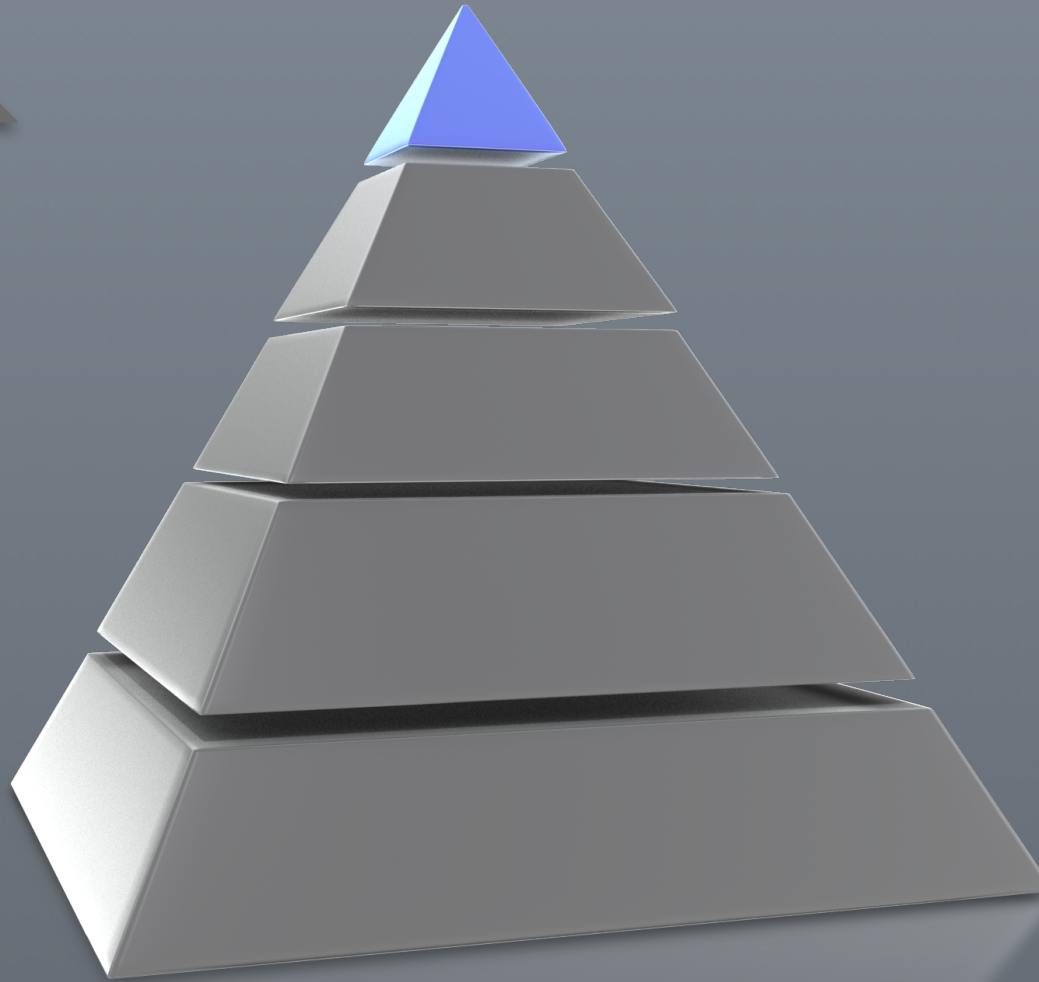
The Sociology of Change

A systems
approach to
change
leadership.



Hierarchical Organizations

POWER

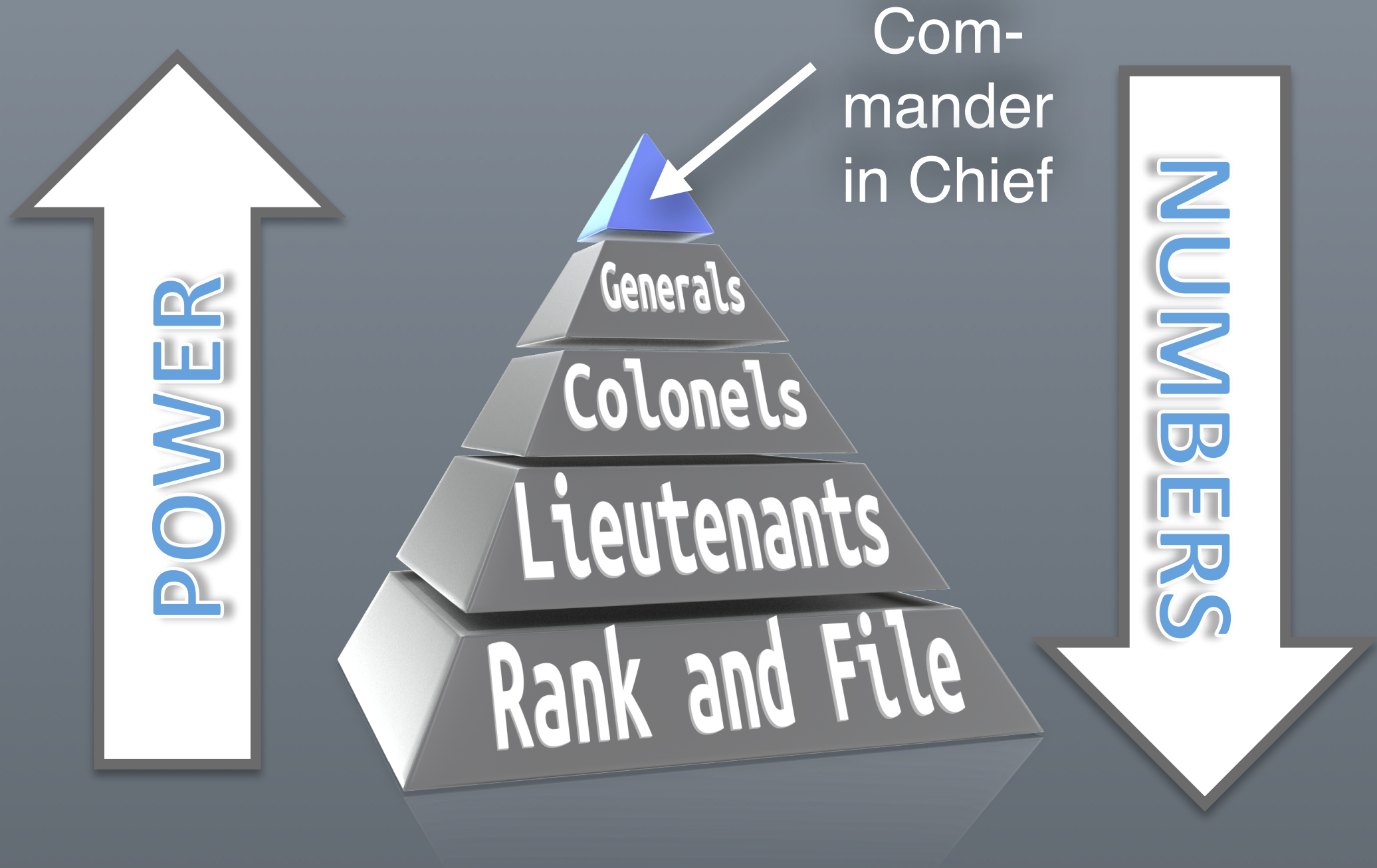


NUMBERS

Hierarchical Organizations



Hierarchical Organizations



Hierarchical Organizations



Hierarchical Organizations

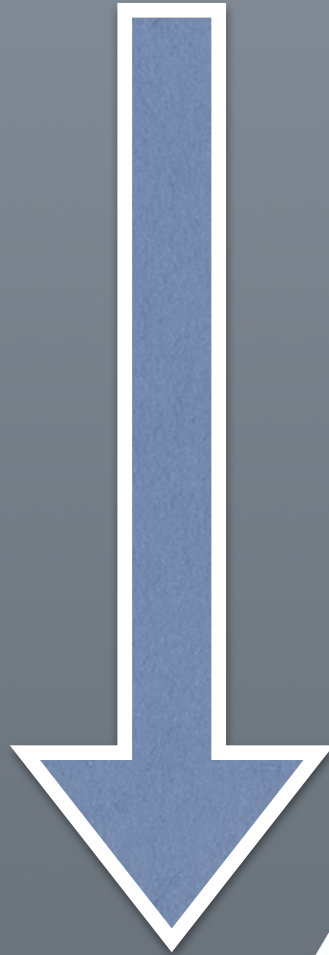
We try.

President



Decision Making and Strategy

Commander in
Chief

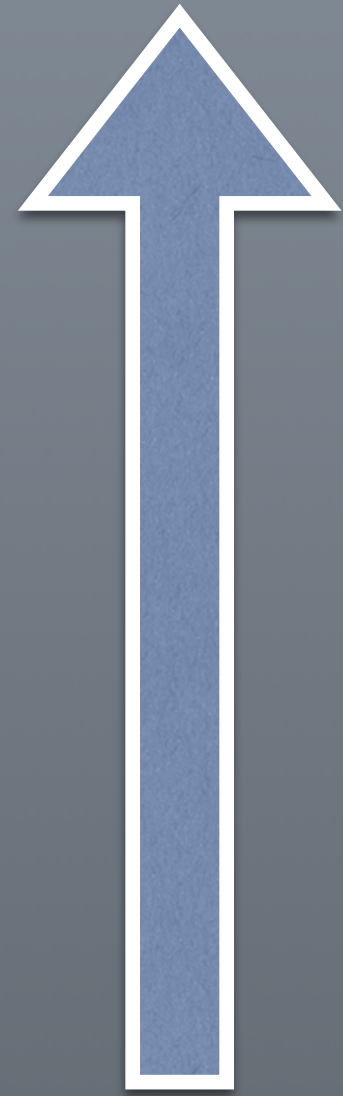


CEO

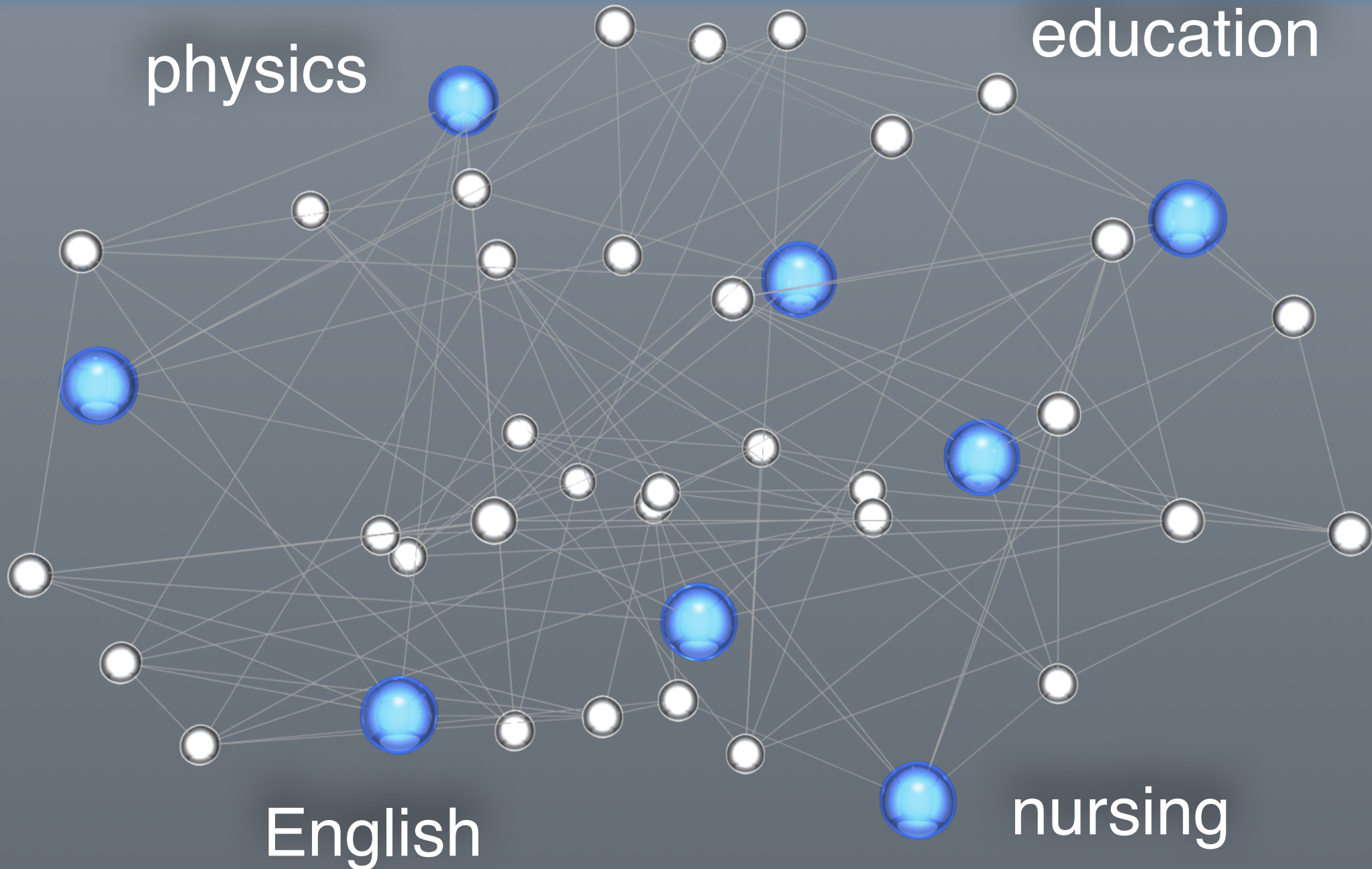


Curricular Decisions

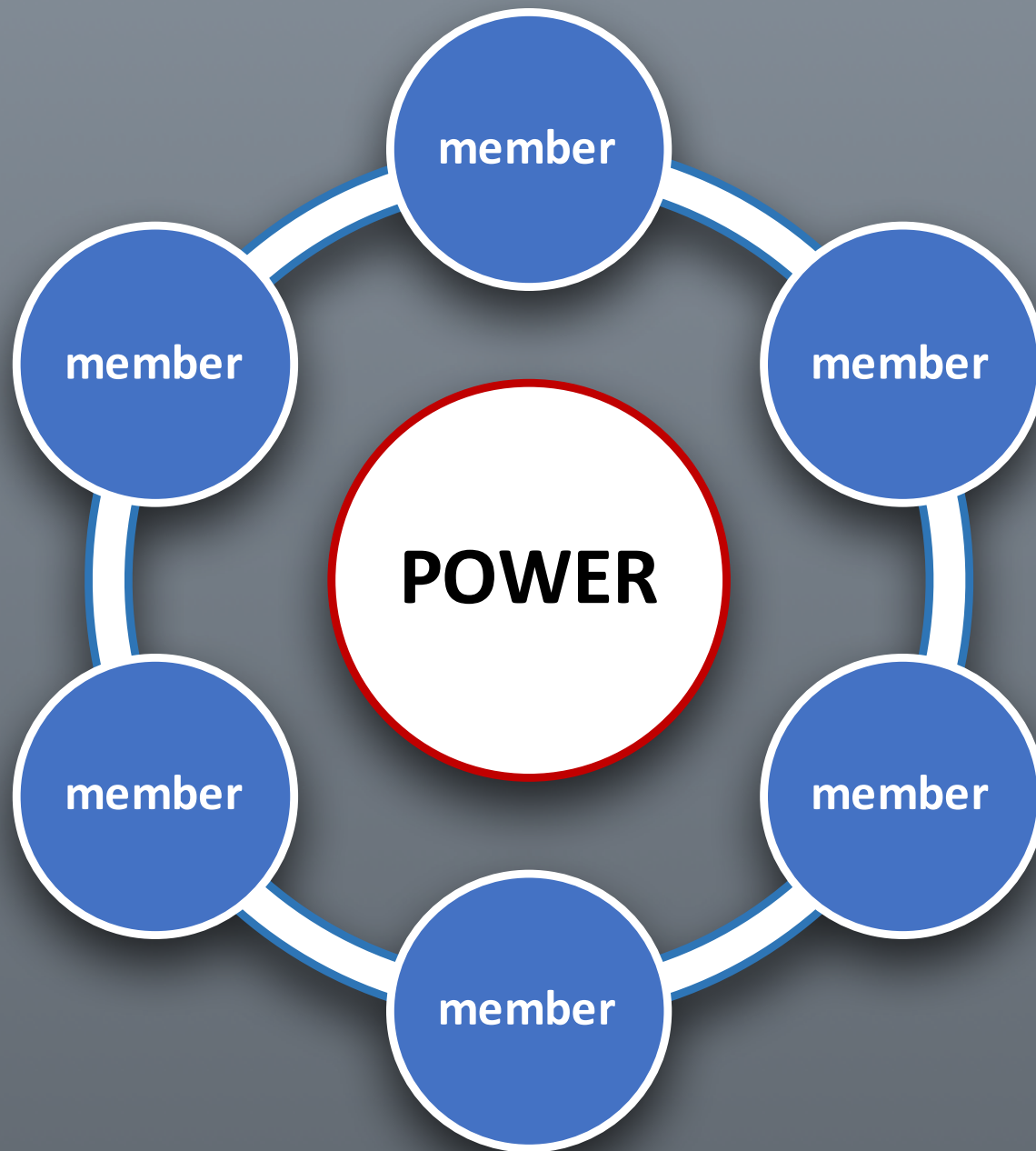
President



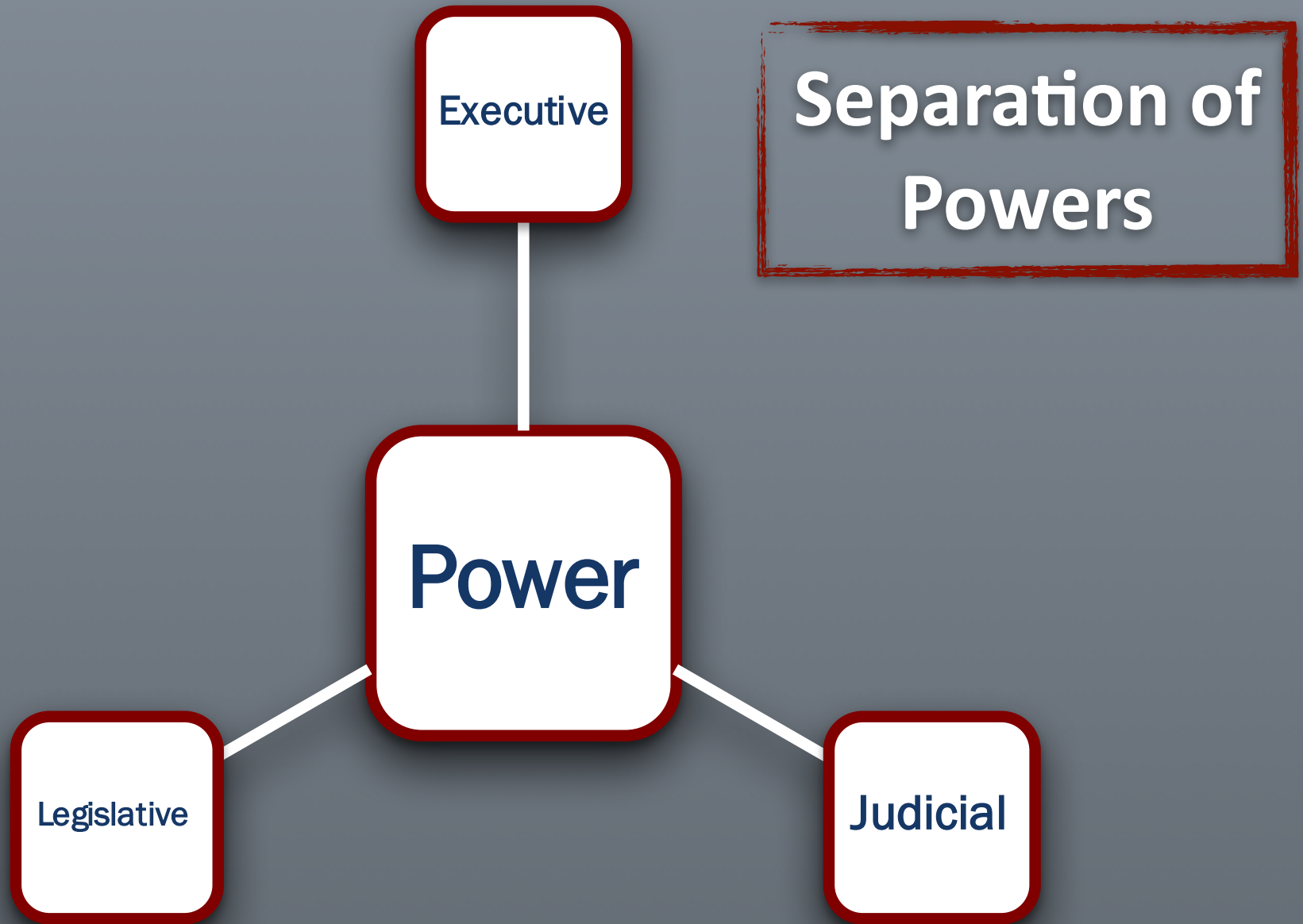
Matrix Organization



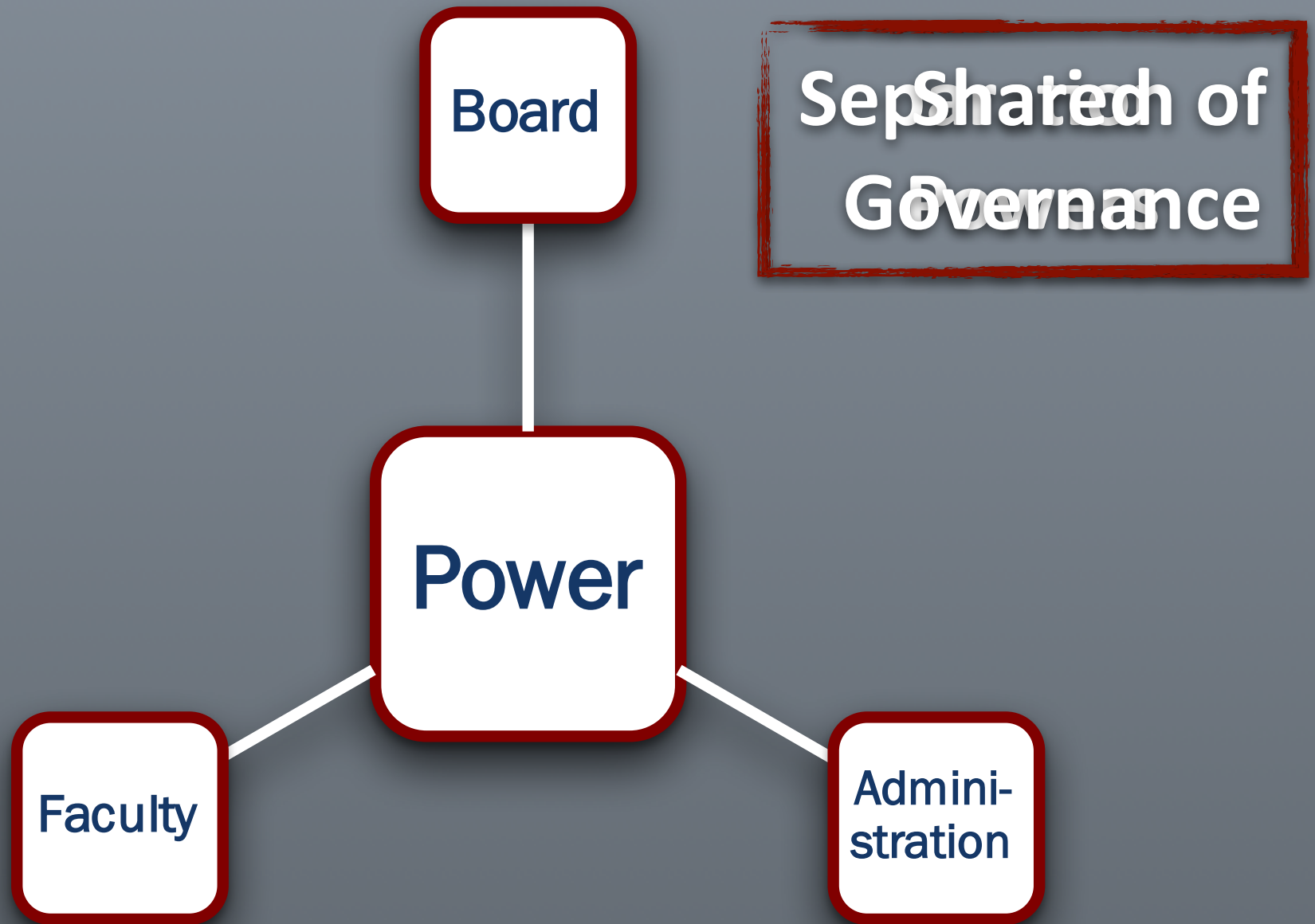
Decentralized Organization



Distributed Organization



Distributed Organization



Why Does This Matter?

Military Culture

- strategy
- tactics
- targets
- win
- victory
- enemy
- team
- shock and awe
- take the offensive
- fog of war
- expediency
- tipping point

Corporate Culture

- Key Performance Indicators (KPIs)
- benchmarks
- SWOT analysis (strengths, weaknesses, opportunities, threats)
- Return On Investment (ROI)
- metrics
- entrepreneurial
- downsizing
- customers
- competition

Academic Culture

- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom's Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding

Strategic Planning

Military Culture

- strategy
- tactics
- targets
- win
- victory
- enemy
- team
- shock and awe
- take the offensive
- fog of war
- expediency
- tipping point

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Strategic Planning

Our leading current approach to producing change in higher education (strategic planning) originated in military, corporate, hierarchical cultures that don't necessarily operate like the matrix, decentralized, distributed culture of higher education.

Strategic Planning

Many of its basic concepts and approaches ...

metrics

SWOT analysis

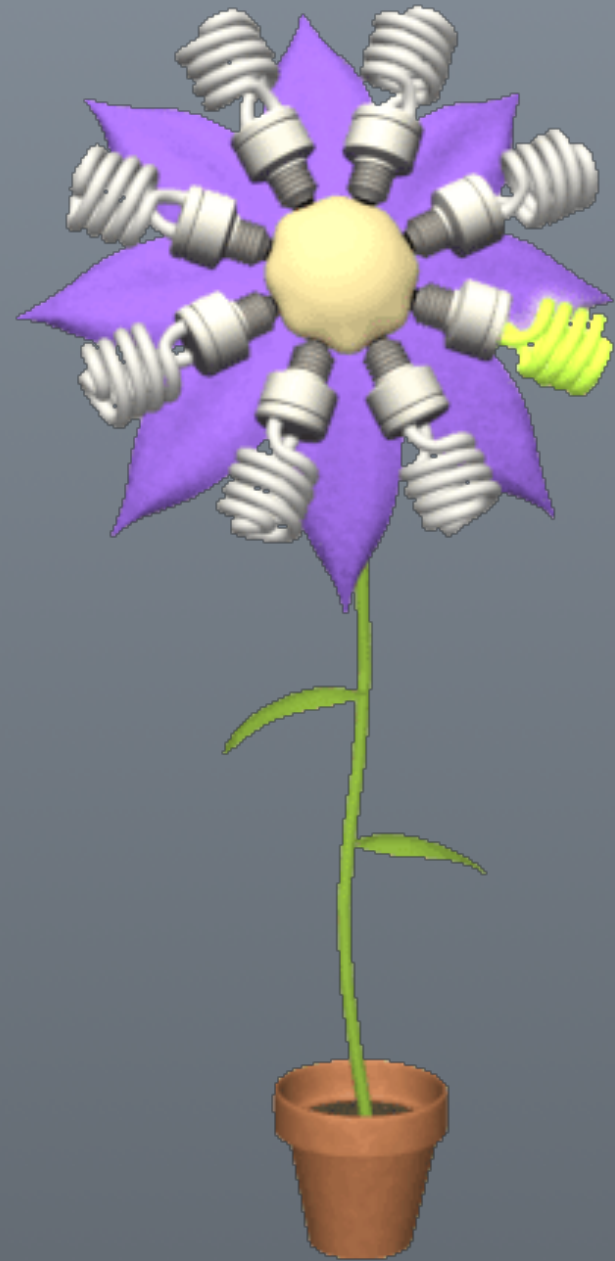
strategies

tactics

... don't harmonize well with the sociology of higher education.

Strategic Planning

It's sort of an
invasive species
in higher
education.



What If ...?

What if we adopted an approach to change that reflected values and vocabulary closer to this? What would it look like?

Academic Culture

- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom's Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding

Exercise #4

- Let's discuss this
- In small groups, take five minutes to talk about what a change mechanism *appropriate* to the culture and sociology of higher education would look like
- How could it be based on the values and vocabulary closer to the words on the right?
- Take five minutes for this discussion

Academic Culture

- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom's Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding

Exercise #4

We'll take five minutes for this exercise.



Exercise #4

- Let's discuss this
- In small groups, take five minutes to talk about what a change mechanism *appropriate* to the culture and sociology of higher education would look like
- How could it be based on the values and vocabulary closer to the words on the right?
- *What did you decide?*

Academic Culture

- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom's Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding

Organic Academic Leadership

When a flower doesn't bloom, you fix the environment in which it grows, not the flower.

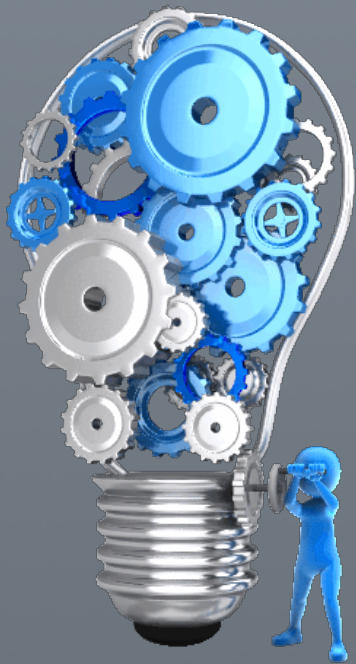
—Alexander den Heijer

Organic Academic Leadership

- You don't change an institution or a program.
- You build *people*.
- And they change the world.

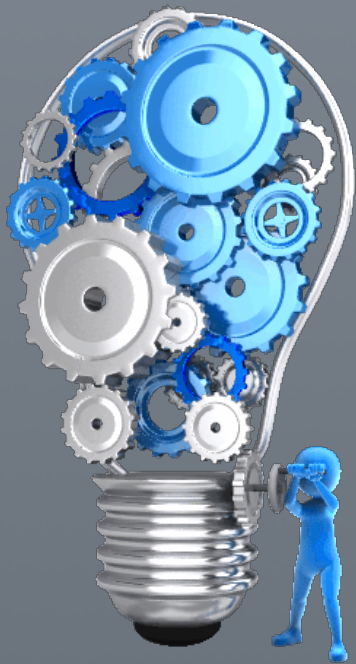


The Idea Is to Help People Become More Creative



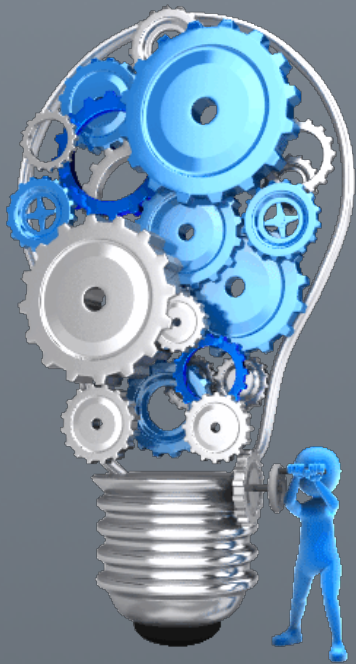
- **Organic Academic Leadership:**
The idea that the academic leader's most important responsibility is developing people, not programs, strategies, or goals.
- **Creative Academic Leadership:**
The idea that the academic leader's most important responsibility is help people become more creative, innovative, and forward-looking.

Creative Academic Leadership



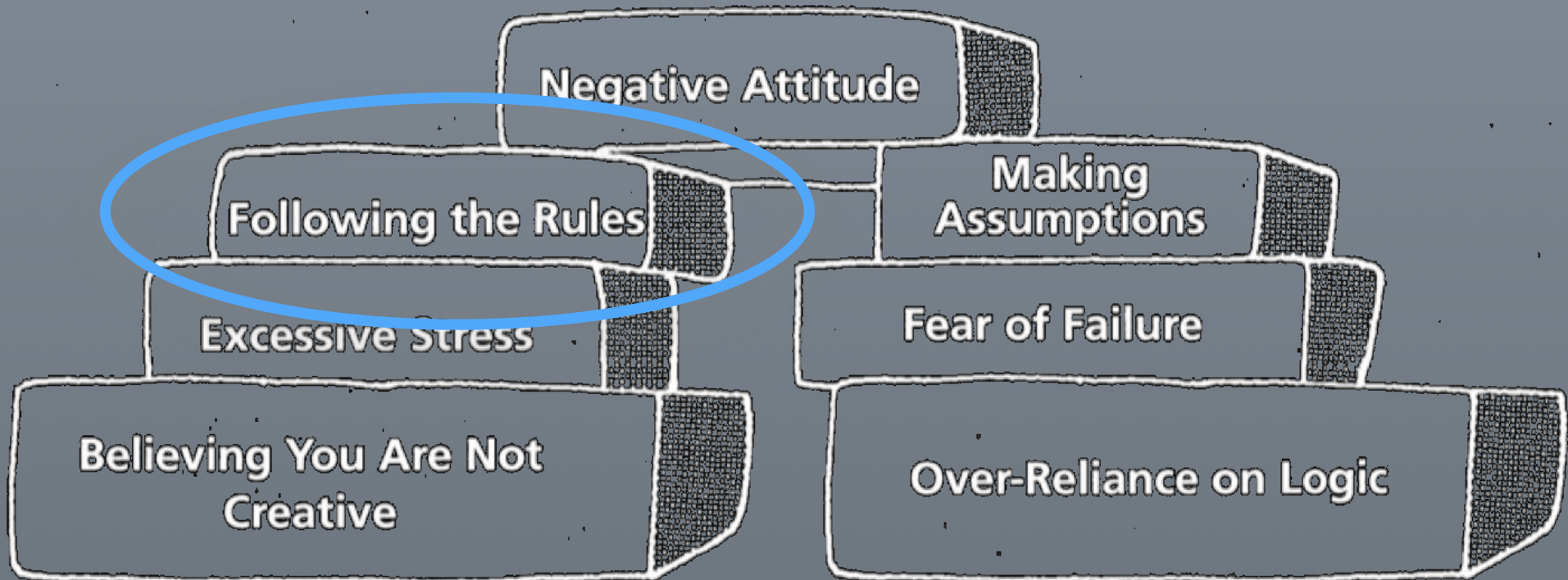
- Innovation is encouraged, recognized, and rewarded.
- Ideas are heard and seriously considered before being judged.
- As many people as possible are given the freedom to do their work in their own way.
- Most decisions don't have to be cleared through a person's supervisor.

Creative Academic Leadership



- People feel comfortable talking with anyone in the organization (including the upper administration).
- People are appreciated for what they do.
- People are appreciated for who they are.
- Efforts are made to foster and develop creativity.

Creativity Blocks

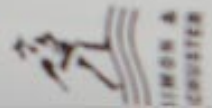


Creativity Block Busters



FIRST, BREAK ALL THE RULES

MARCUS BUCKINGHAM
AND CURT COFFMAN



FIRST, BREAK ALL THE RULES

WHAT THE WORLD'S GREATEST
MANAGERS DO DIFFERENTLY

BASED ON IN-DEPTH INTERVIEWS BY THE GALLUP
ORGANIZATION OF OVER 80,000 MANAGERS IN
OVER 400 COMPANIES—THE LARGEST STUDY
OF ITS KIND EVER UNDERTAKEN

MARCUS BUCKINGHAM
& CURT COFFMAN

First Break All the Rules

- **The best managers reject conventional wisdom.**
- **The best managers treat every employee as an individual.**
- **The best managers never try to fix weaknesses; instead they focus on strengths and talent.**
- **The best managers know they are on stage everyday. They know their people are watching every move they make.**
- **People leave their immediate managers, not the companies they work for.**

First Break All the Rules

- The best managers are those that build a work environment where the employees answer positively to the Gallup Organization's 12 Questions.



12 Questions

Most powerful Questions

1. Do I know what is expected of me at work?
2. Do I have the materials & equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last 7 days, have I received recognition or praise for good work?
5. Does my supervisor or someone at work seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the purpose of my company make me feel like my work is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, have I talked with someone about my progress?
12. At work, have I had opportunities to learn and grow?

Risk Taking Techniques

- Ask “What If?” questions.
- Decide what you can afford to lose.
- Take only one risk at a time.
- Develop back-up plans (i.e., scenario analysis).
- Reward effort, not just success.



Exercise #5

- Advising a college friend who's now a department chair
- Read the case study and see if you can develop some good advice for your friend
- What seems to have gone wrong?
- How can your friend still turn things around?
- We'll take five minutes for this discussion



Exercise #5

We'll take five minutes for this exercise.



Exercise #5

- Advising a college friend who's now a department chair
- Read the case study and see if you can develop some good advice for your friend
- What seems to have gone wrong?
- How can your friend still turn things around?
- *What did you recommend?*



How Can We Communicate Better?

Administrative Terms

- strategic planning
- metrics
- retention rates
- graduation rates
- space utilization
- cost per credit hour
- productivity
- efficiency
- mission-driven
- data-driven
- outcomes
- student-centered



Faculty Terms

- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom's Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding

Exercise #6

- Now let's apply the sociology of change to the three changes you identified on page 1 of the workbook
- Using the vocabulary and values that resonate with faculty members in higher education, write one compelling sentence about the benefit of each change as instructed in the workbook
- We'll take five minutes for this exercise



Exercise #6

We'll take five minutes for this exercise.



The Philosophy of Change



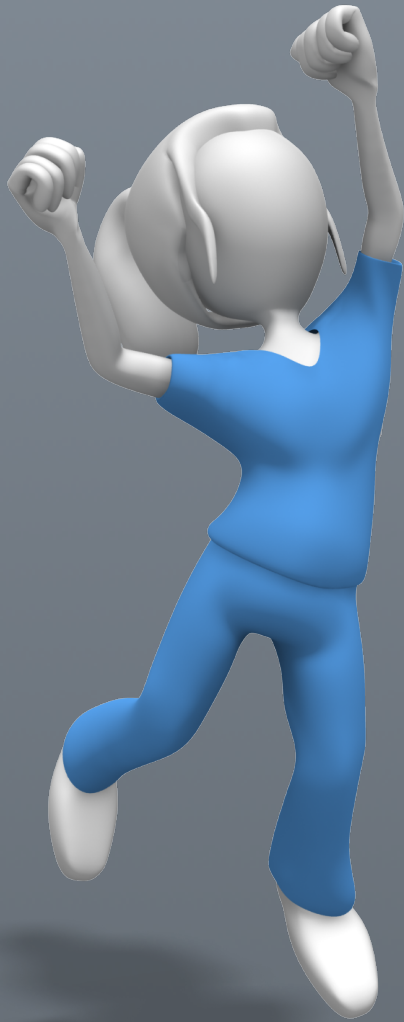
Common Assumptions about Change

- 1. The power of positive thinking can help promote positive change.**
- 2. Large, complex problems usually require large, complex changes.**
- 3. Change leaders may best be understood as catalysts for change.**
- 4. The concept of SMART goals make change easier to implement and progress easier to assess.**
- 5. If you get the sociology right, the psychology follows automatically.**

You
must
unlearn
what
you have
learned.

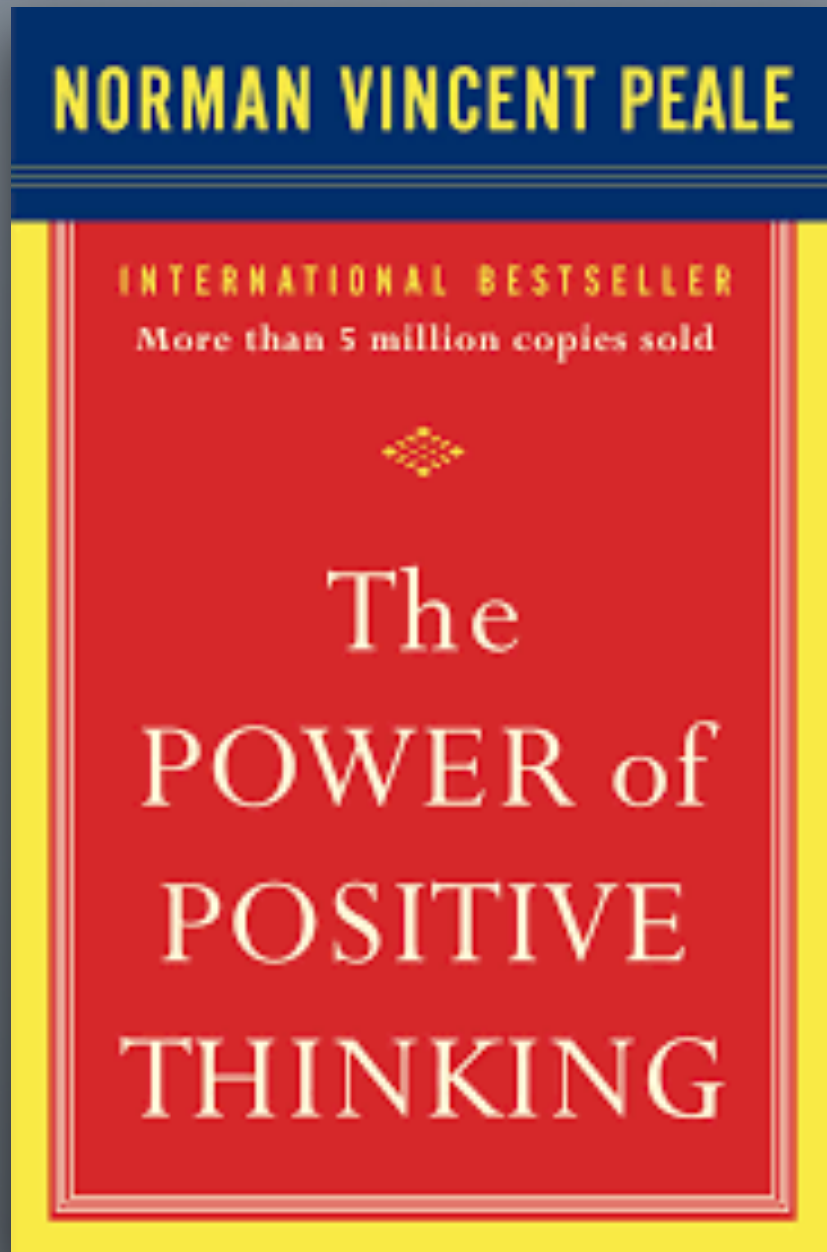


Assumption #1



The power of
positive thinking
can help promote
positive change.

Positive Thinking

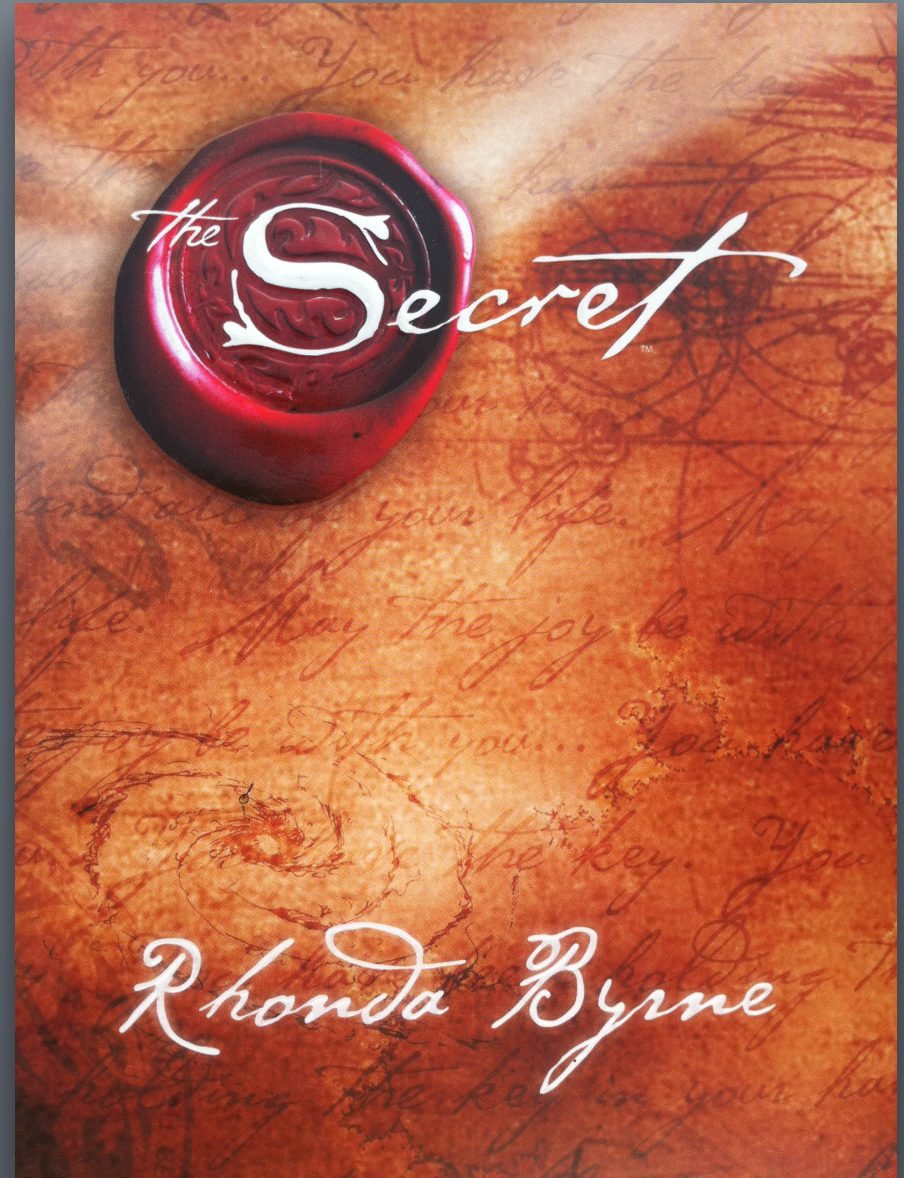


Formulate and stamp indelibly on your mind a mental picture of yourself as succeeding. Hold this picture tenaciously. Never permit it to fade. Your mind will seek to develop the picture Do not build up obstacles in your imagination.

Positive Thinking

The Law of Attraction

When you want to attract something into your life, make sure your actions don't contradict your desires. ... Act as if you are receiving it. Do exactly what you would do if you were receiving it today, and take actions in your life to reflect that powerful expectation. Make room to receive your desires, and as you do, you are sending out that powerful signal of expectation.

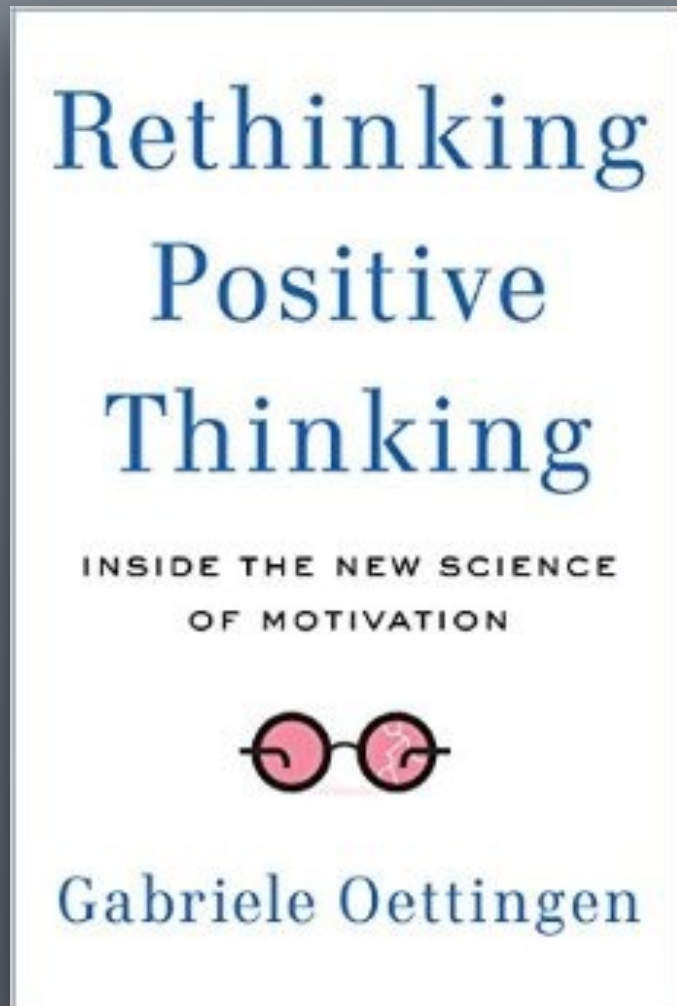


Positive Thinking Does Have Benefits

- Optimists are more likely to be hired than pessimists
- Optimists are more likely to get promoted than pessimists
- Optimists are recover from surgery and illnesses faster than pessimists
- Optimists are more likely to take direct action than pessimists
- Optimistic college students do better than pessimistic college students

But Positive Thinking Has Limits

It is ineffective in leading positive change.

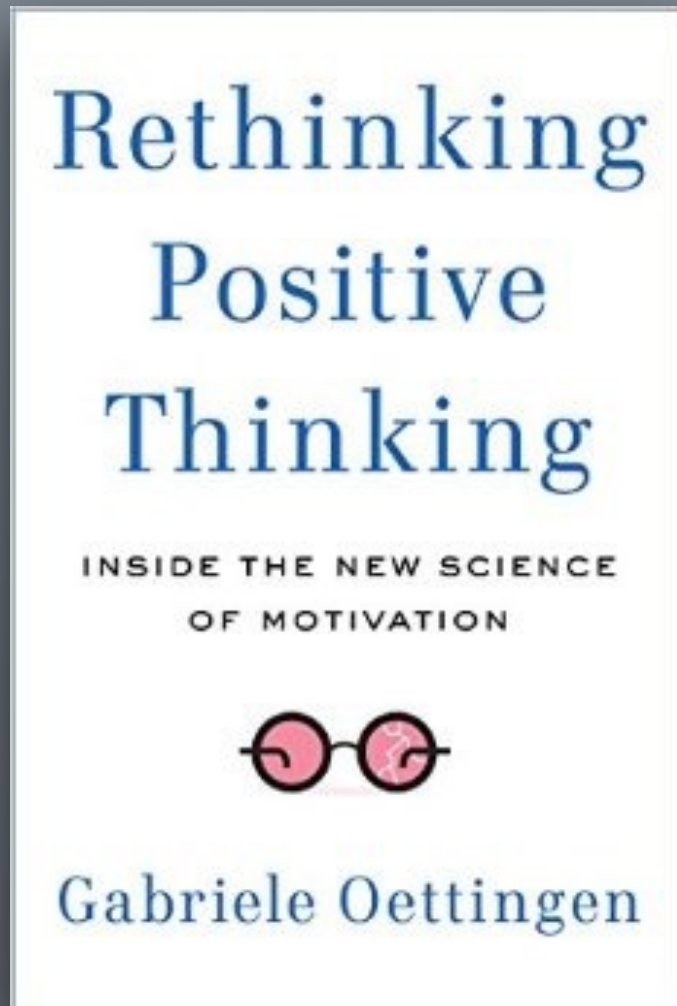


“Positive fantasies, wishes, and dreams detached from an assessment of past experience didn’t translate into motivation to act toward a more energized, engaged life. It translated into the opposite.”

page 11

But Positive Thinking Has Limits

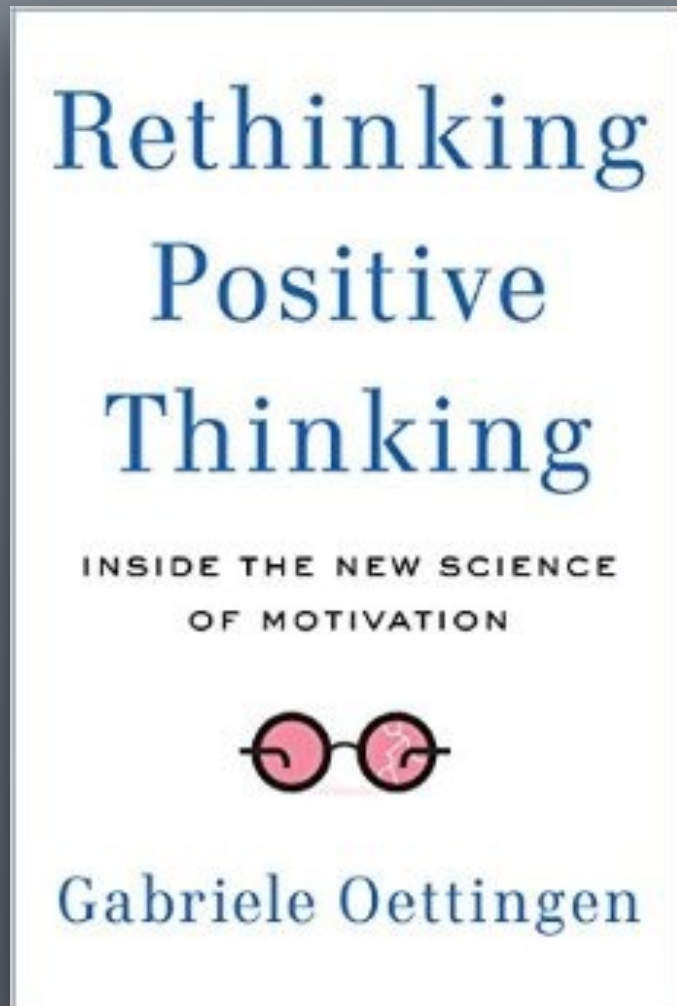
It is ineffective in leading positive change.



Repeatedly in experiments that were conducted “positive thinking wasn’t always helpful. Yes, sometimes it did help, but when it came in the form of a free-flowing dream—as so much positive thinking does—it impeded people in the long term from moving ahead.”

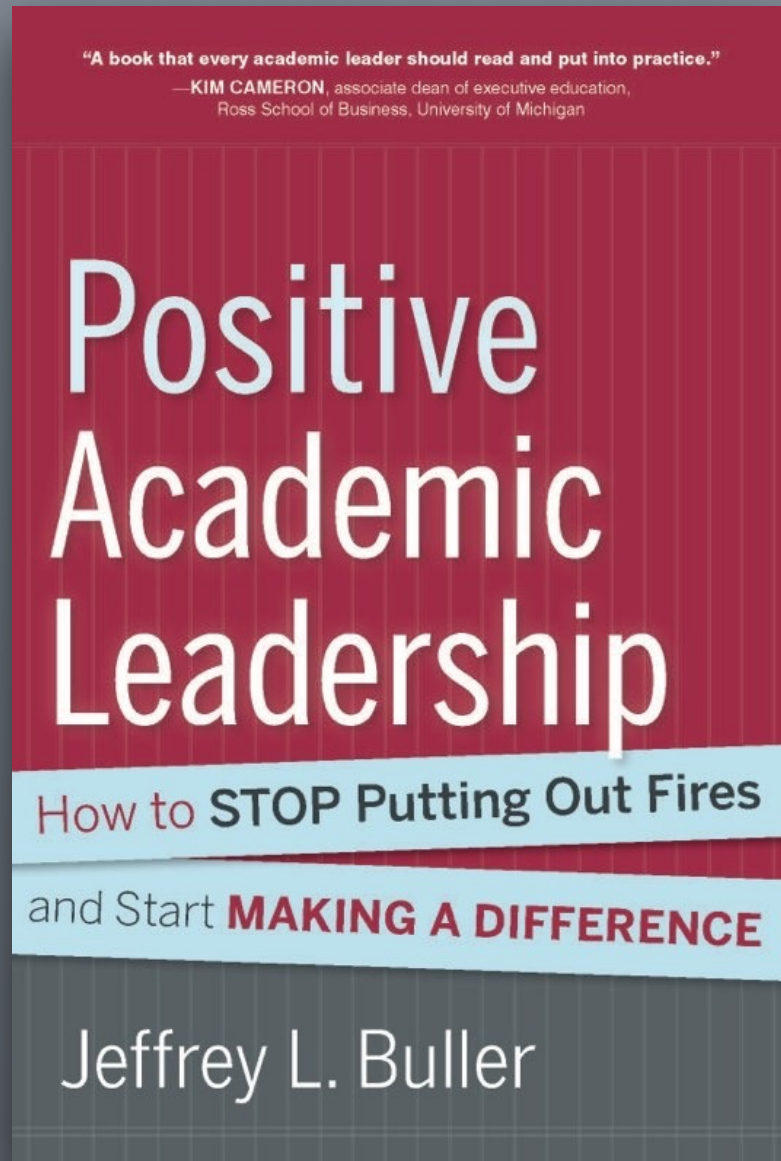
But Positive Thinking Has Limits

It is ineffective in leading positive change.



Positive thinking without an assessment of past experience usually doesn't improve anything.

Positive Thinking Isn't Positive Leadership



- Seeking positive results even in negative situations.
- Adopting *positive default*: assuming that people's motives are good unless proven otherwise.
- Preferring rewards to punishments.

So, If Positive Thinking Doesn't Work, What Does?

Rethinking Positive Thinking

INSIDE THE NEW SCIENCE
OF MOTIVATION



Gabriele Oettingen

"A book that every academic leader should read and put into practice."

—KIM CAMERON, associate dean of executive education,
Ross School of Business, University of Michigan

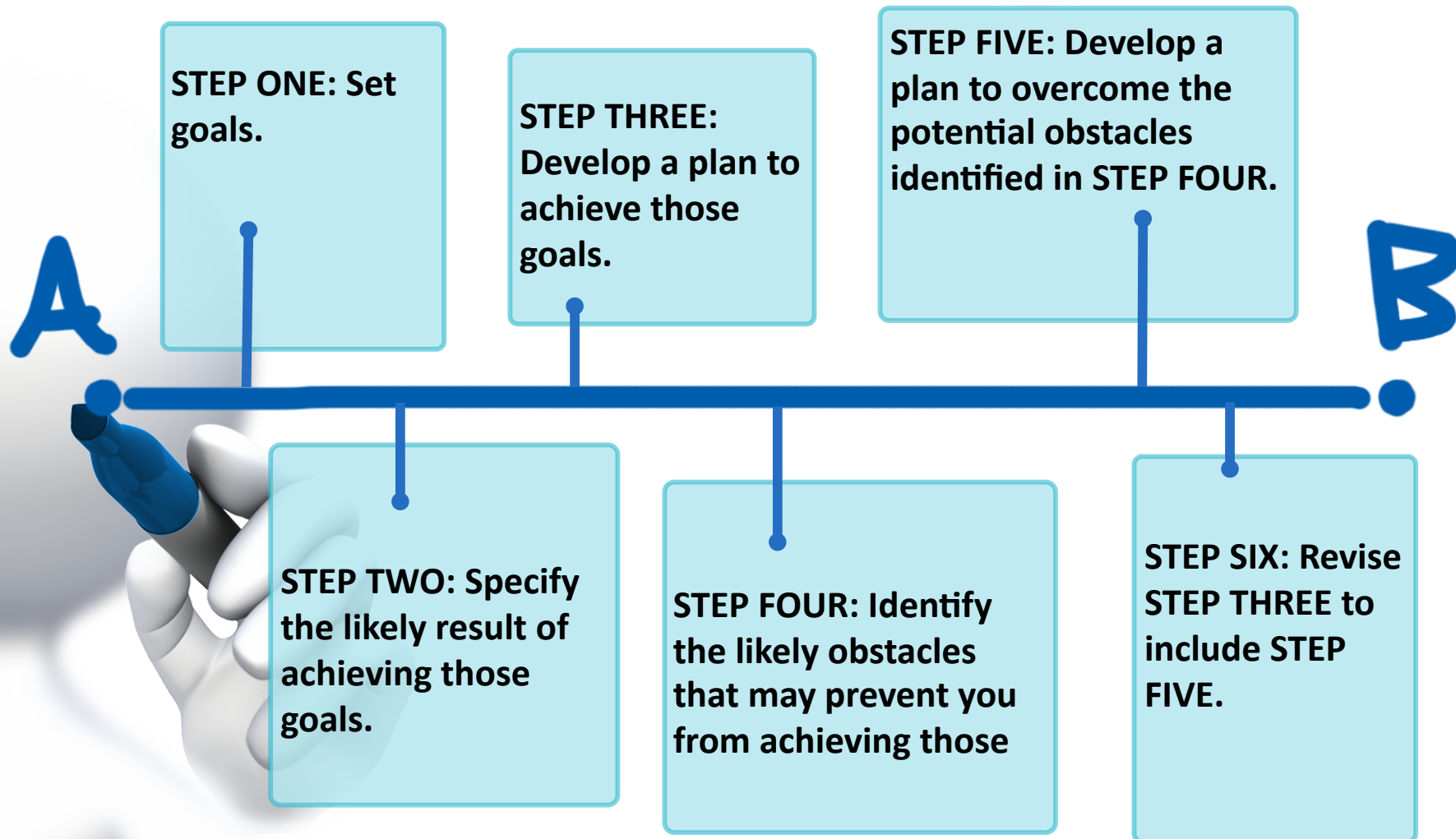
Positive Academic Leadership

How to **STOP** Putting Out Fires
and Start **MAKING A DIFFERENCE**

Jeffrey L. Buller

Gabrielle Oettingen

from Rethinking Positive Thinking



Assumption #2

A large, complex problem is best solved with a large, complex solution.



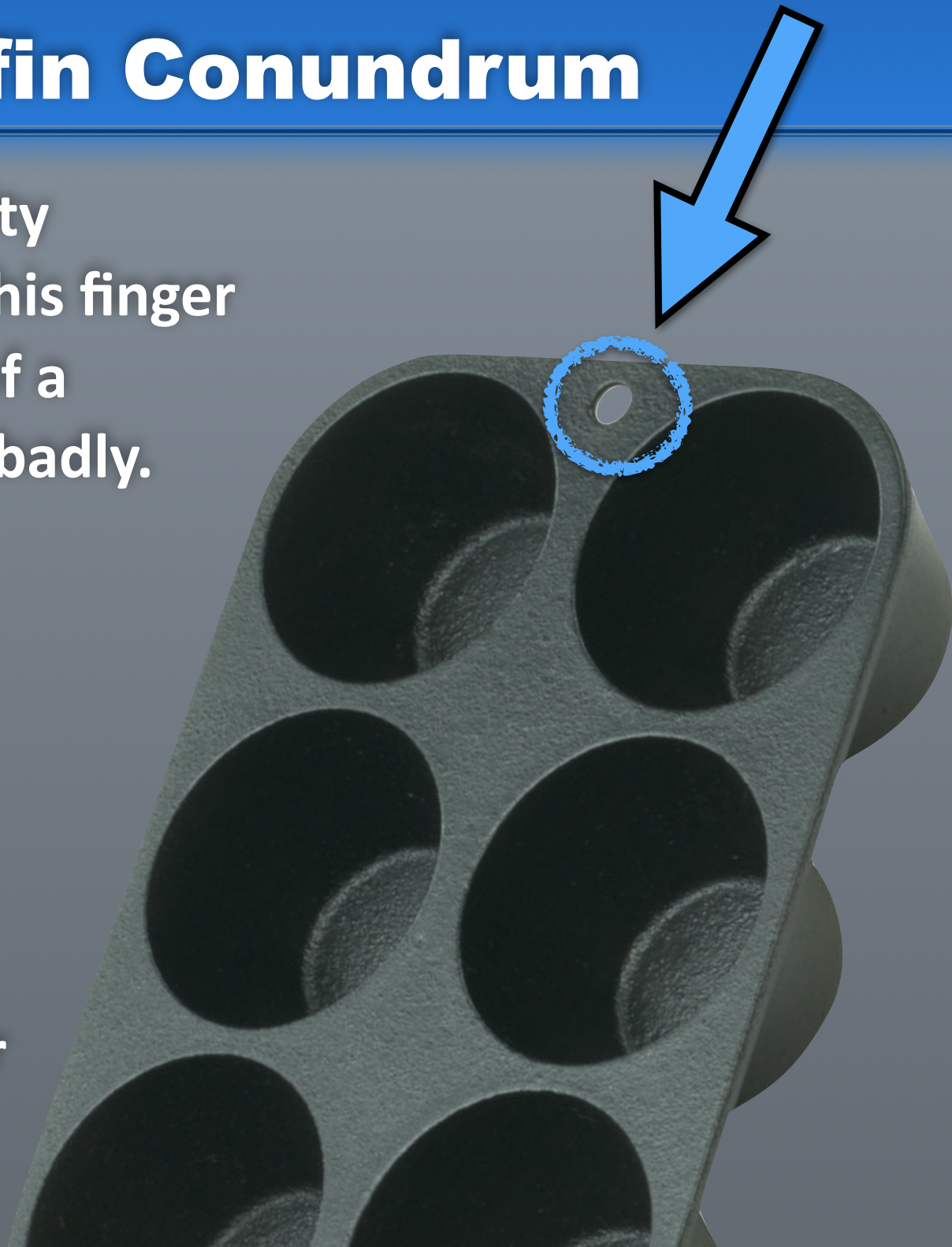
Bacterial Infections

Penicillin, large, small, inexpensive solution



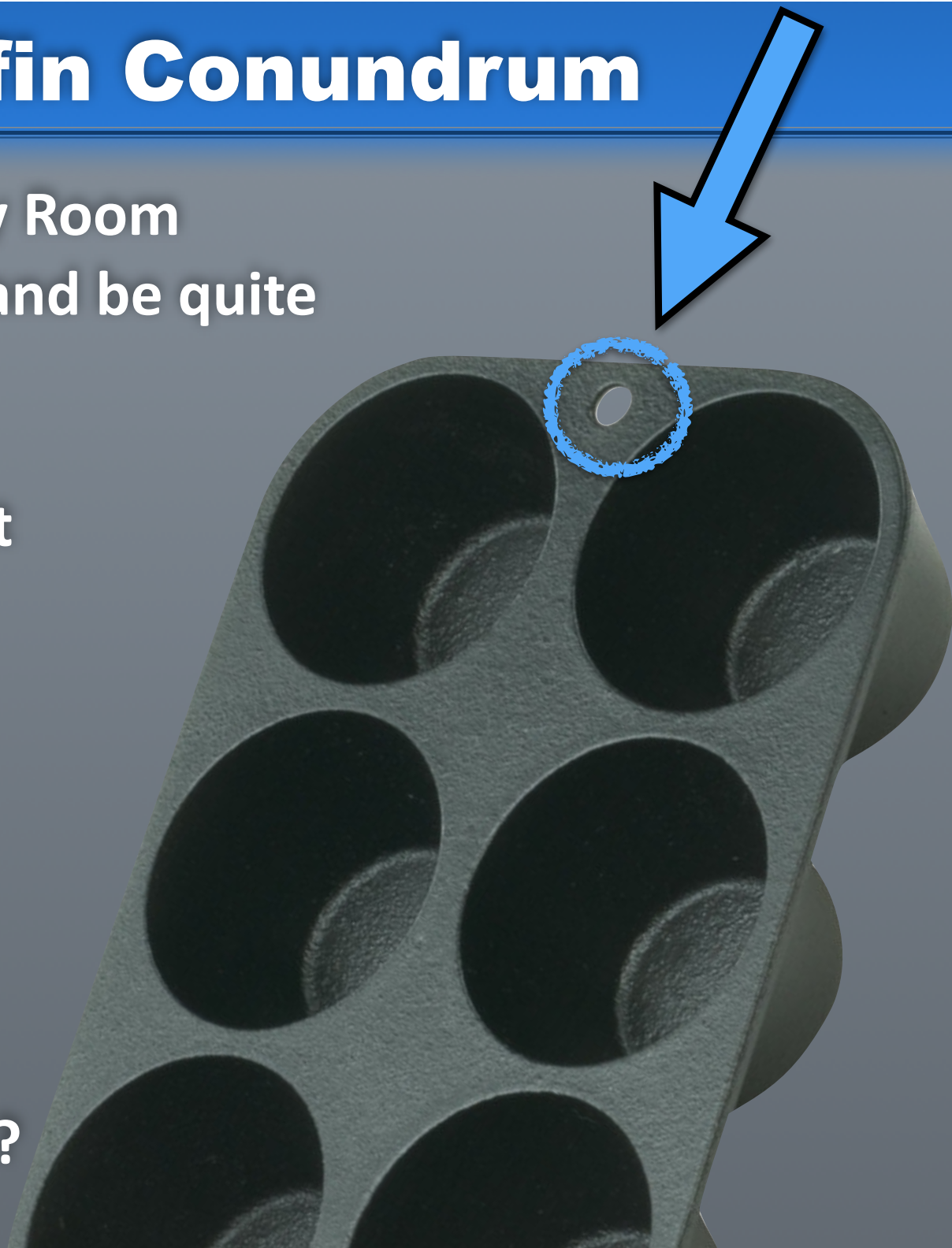
The Muffin Conundrum

- One morning, a faculty member's child gets his finger trapped in the hole of a muffin pan; it swells badly.
- No one else is in the house.
- No neighbors can be found.
- Urgent Care is too far away.



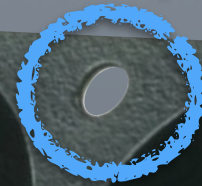
The Muffin Conundrum

- A hospital Emergency Room would take too long and be quite expensive.
- The child needs to get to school.
- The faculty member needs to get to class.
- How can she solve this medical problem?



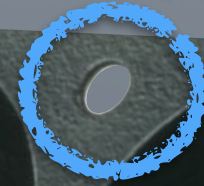
The Muffin Conundrum

- She decides that it can also be seen as a **HARDWARE PROBLEM.**
- They go to Home Depot where there are a lot of tools (maybe more than the emergency room).
- Staff in the tools department quickly and safely cut away the muffin pan.



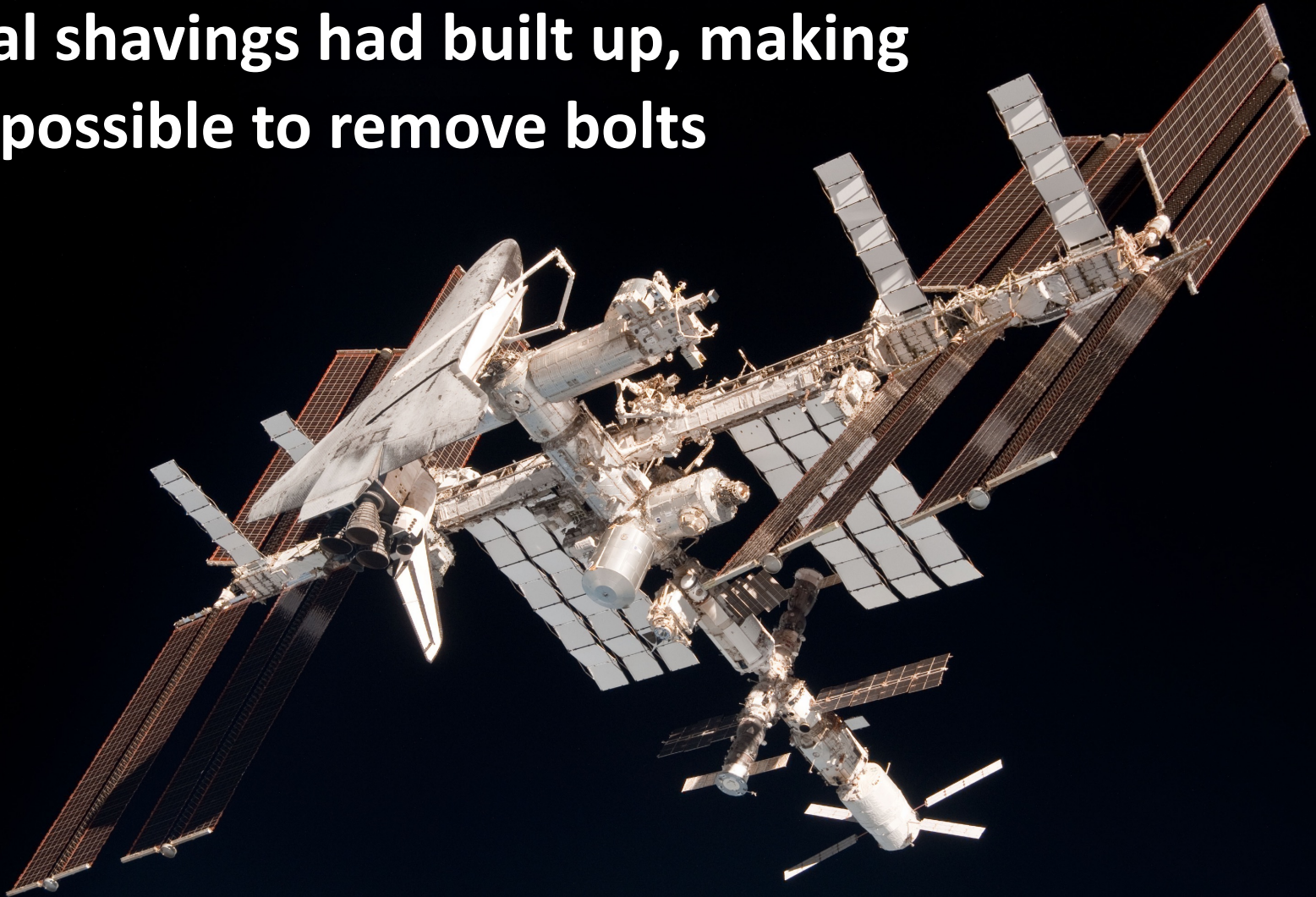
The Muffin Conundrum

- The child makes it to school on time.
- The faculty member makes it to class on time.
- The cost: \$0.
- The complex problem was solved by a simple, direct solution.



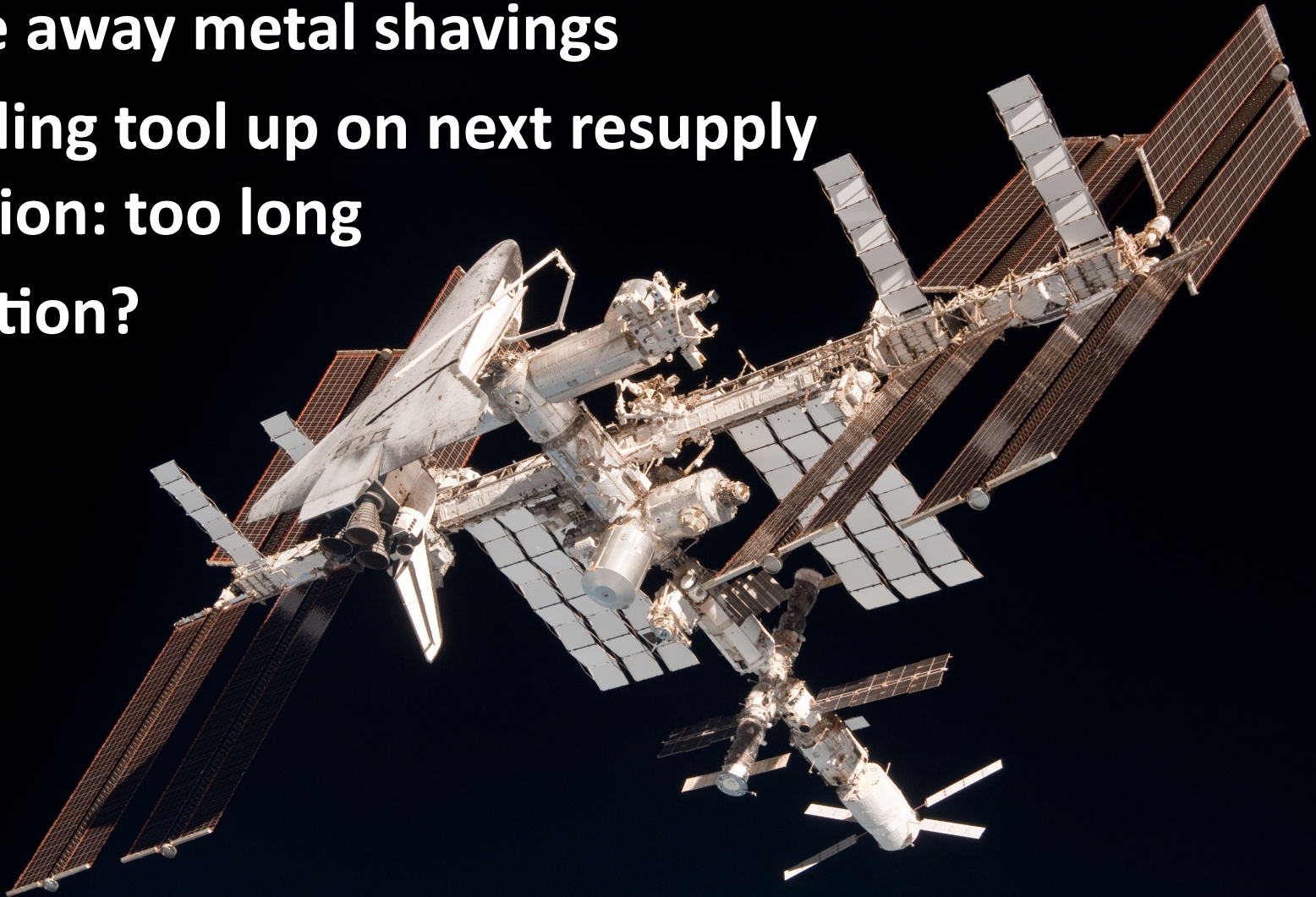
The International Space Station

- Power distributor broke down
- Metal shavings had built up, making it impossible to remove bolts

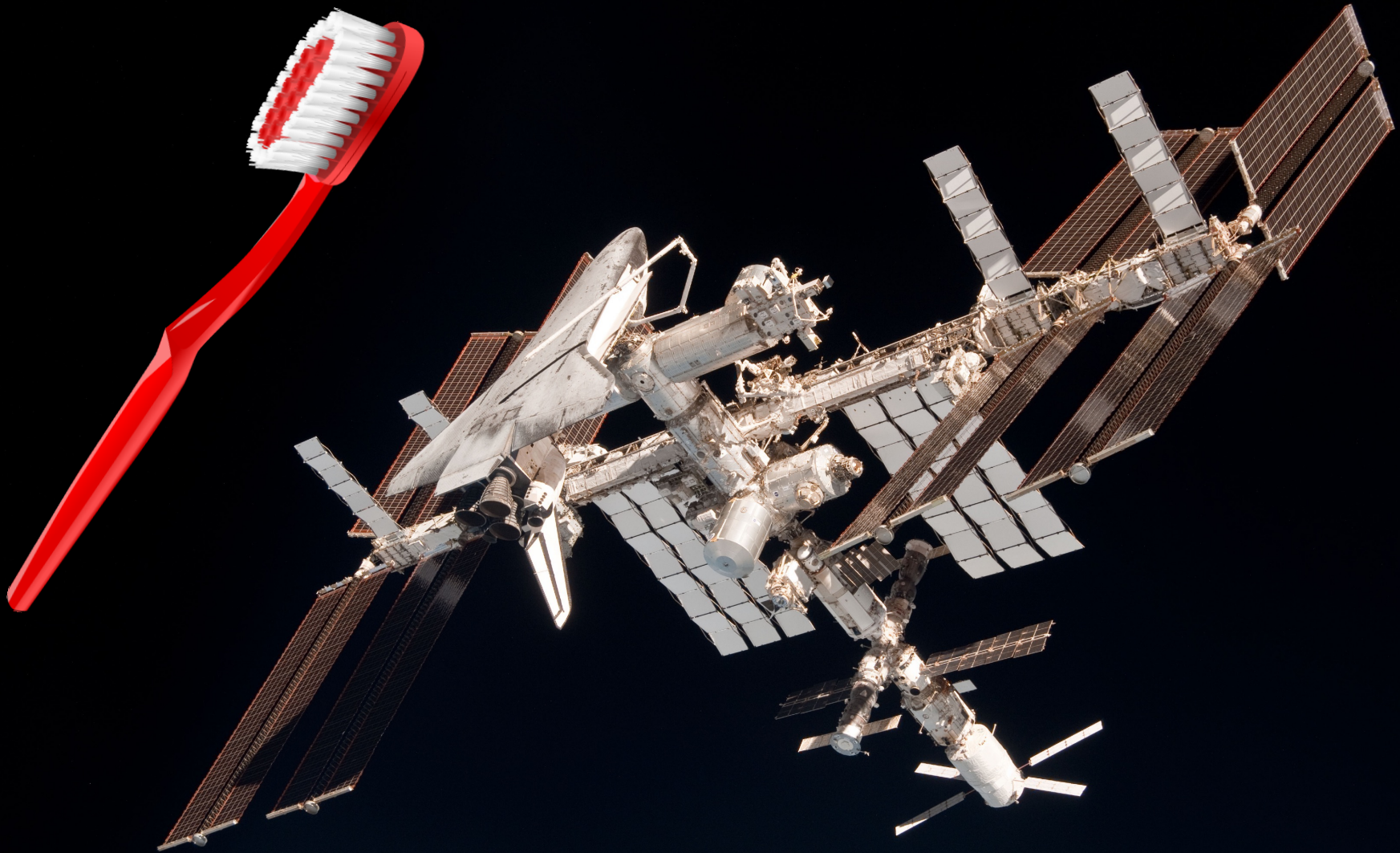


The International Space Station

- No tool small and firm enough to wipe away metal shavings
- Sending tool up on next resupply mission: too long
- Solution?



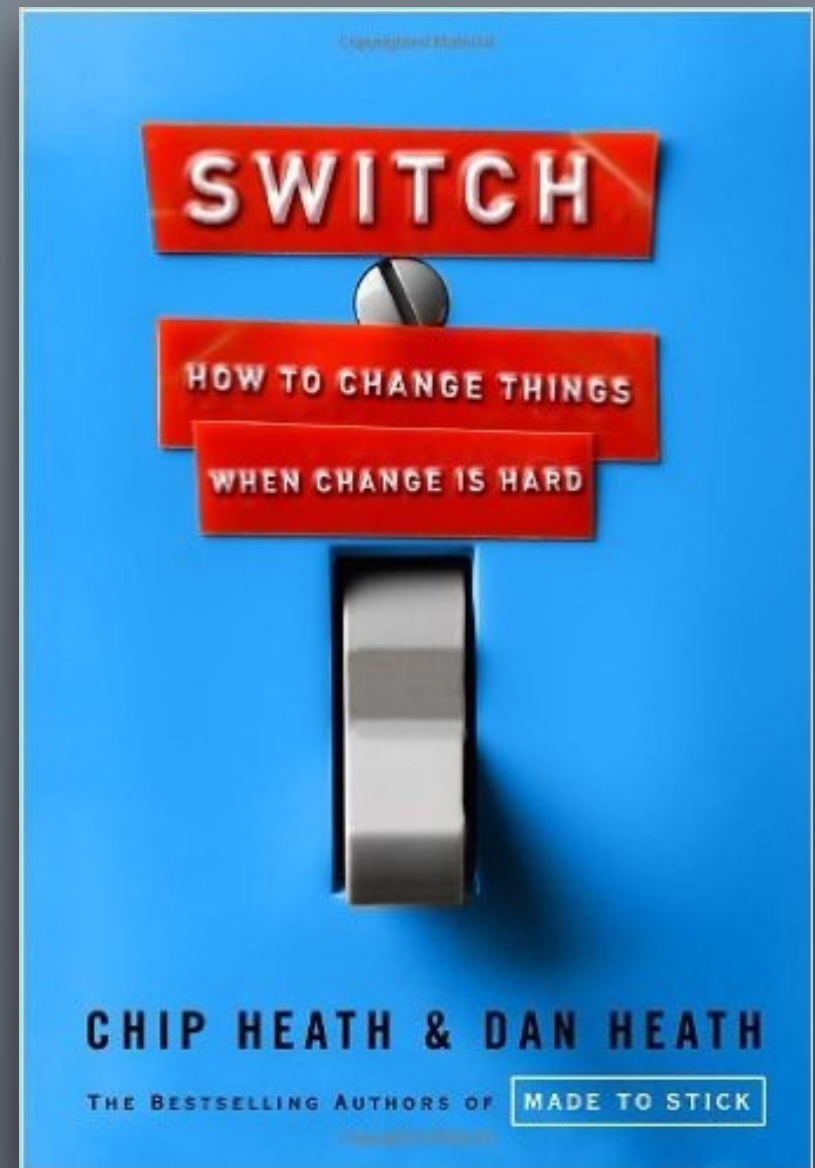
The International Space Station



Small Solutions

Shrink the Change

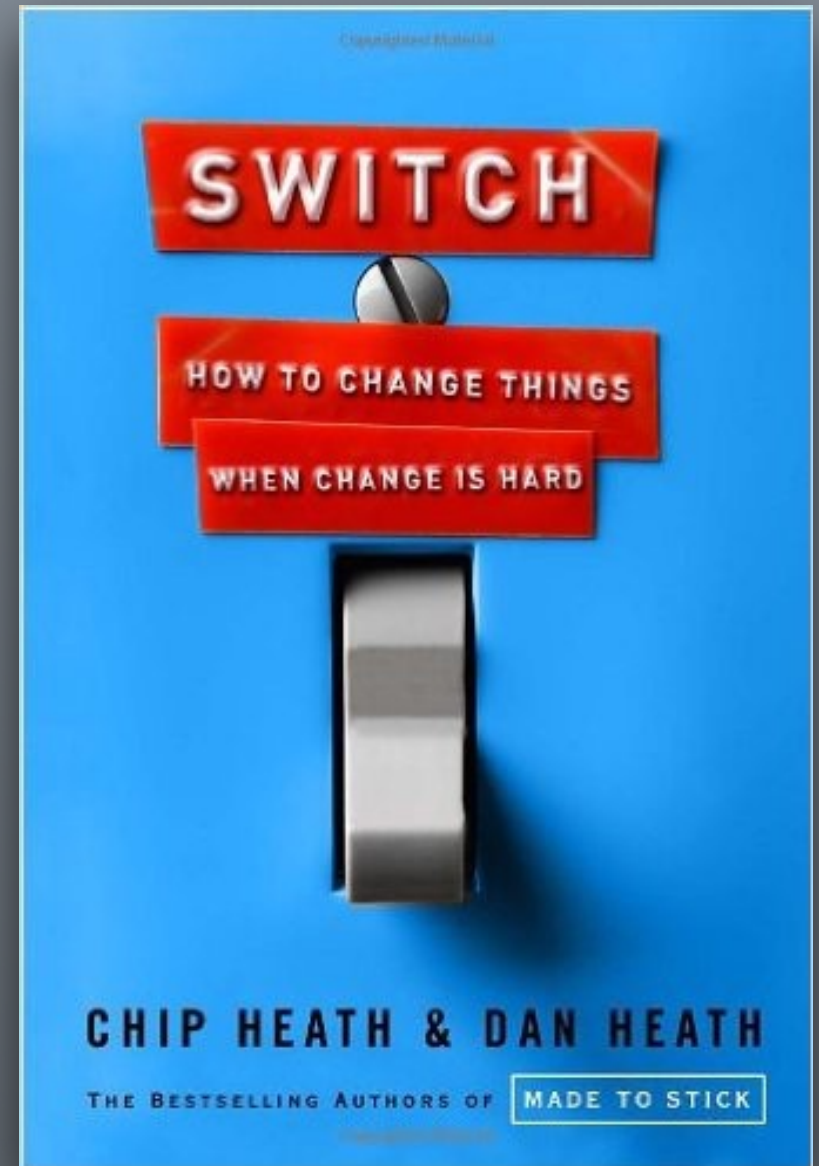
- less obtrusive
- evokes less change aversion
- change becomes evolution, growth, natural development
- can be more cost effective
- requires creativity, innovation
- less overwhelming



Small Solutions

Shrink the Change

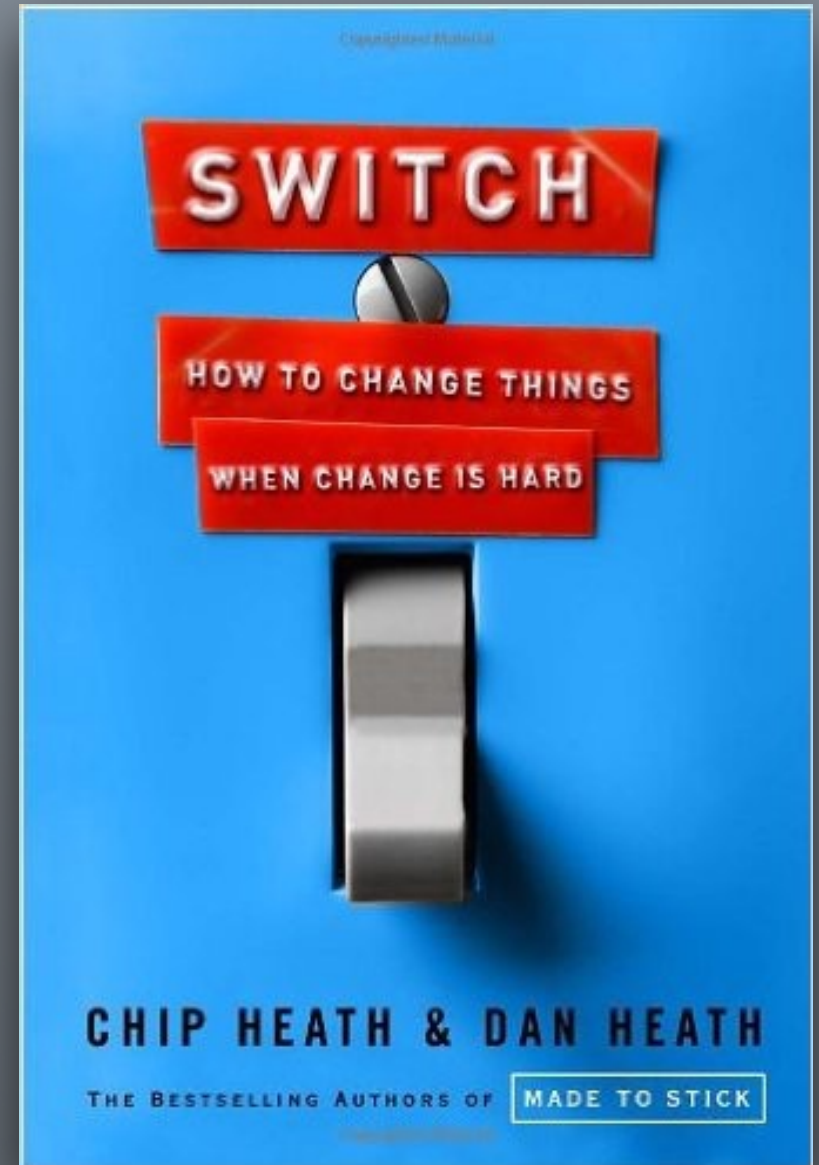
- give up smoking for one week
- AA: one day at a time
- not “Top Ten Research Universities in the World” but “bring in additional \$100,000 in indirect costs that can support improving classrooms”
- circumvent red tape



Small Solutions

Start the Trip Halfway There

- silent phase of capital campaign: Who wants to give the first \$100 of a billion dollar campaign?
- car wash free after:
 - a. 8 punches
 - b. 10 punches but 2 free head start
- What would it take to get to the next step?



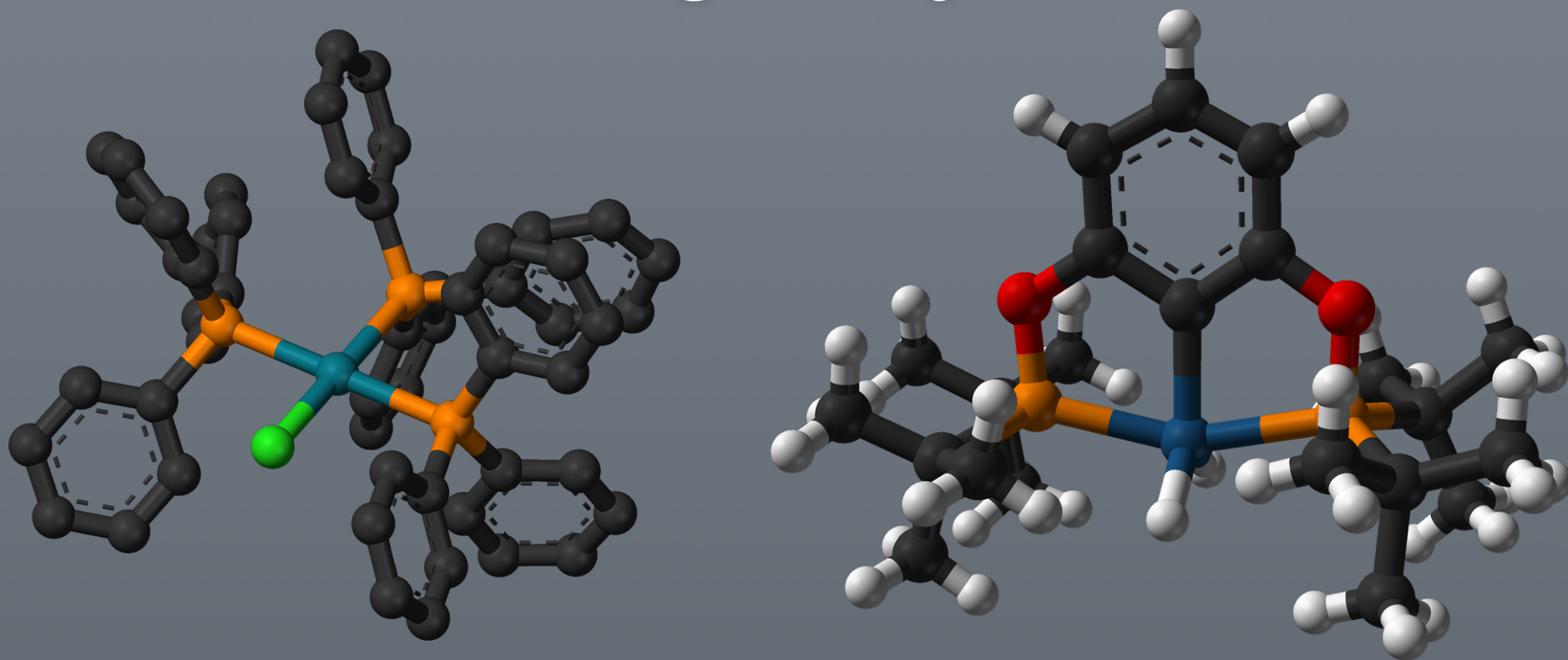
Assumption #3

Change leaders
may best be
understood as
catalysts for
change.



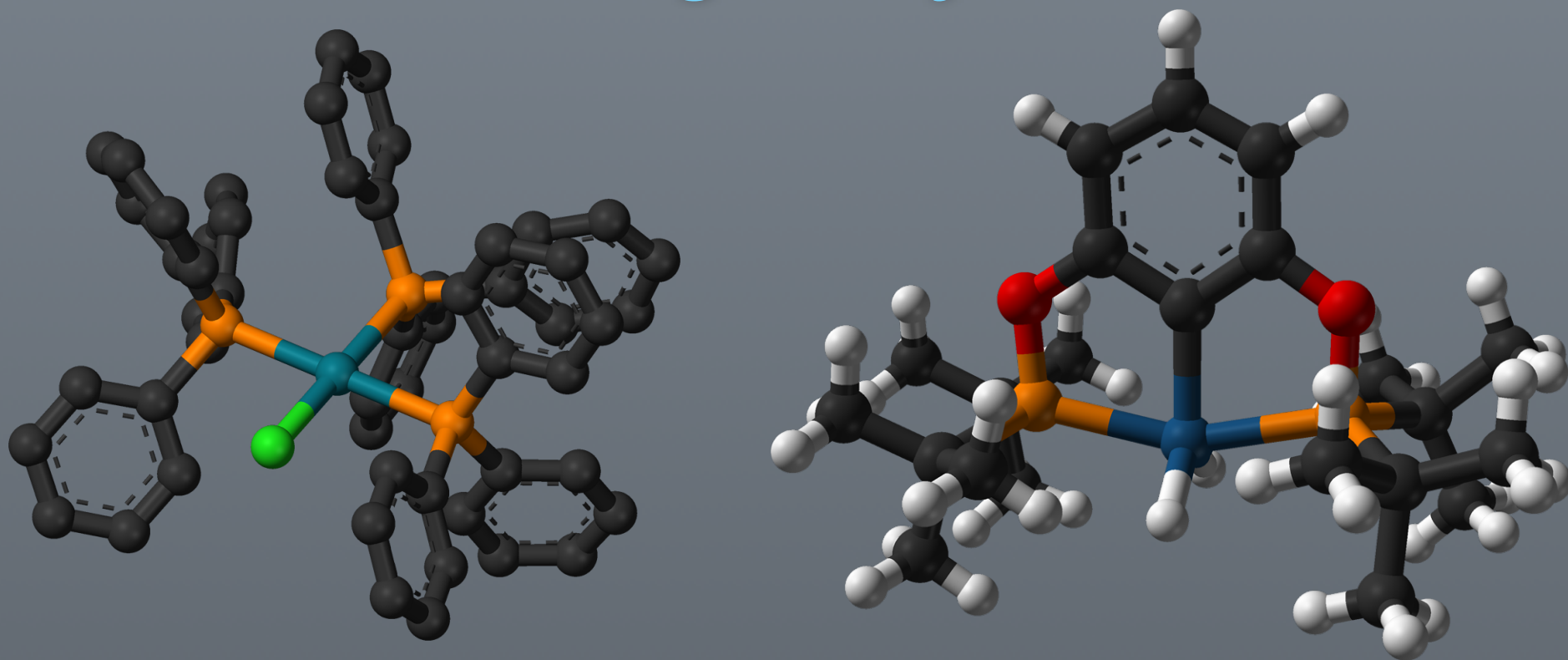
What Is a Catalyst?

a substance that increases the rate of a chemical reaction without itself undergoing any permanent chemical change itself



What Is a Catalyst?

*a substance that increases the rate of a chemical reaction **without** itself **undergoing** any permanent chemical change itself*



“I Bid Thee: Change!”



The Reality

You cannot produce
meaningful, lasting
change within a system
without being changed
yourself.

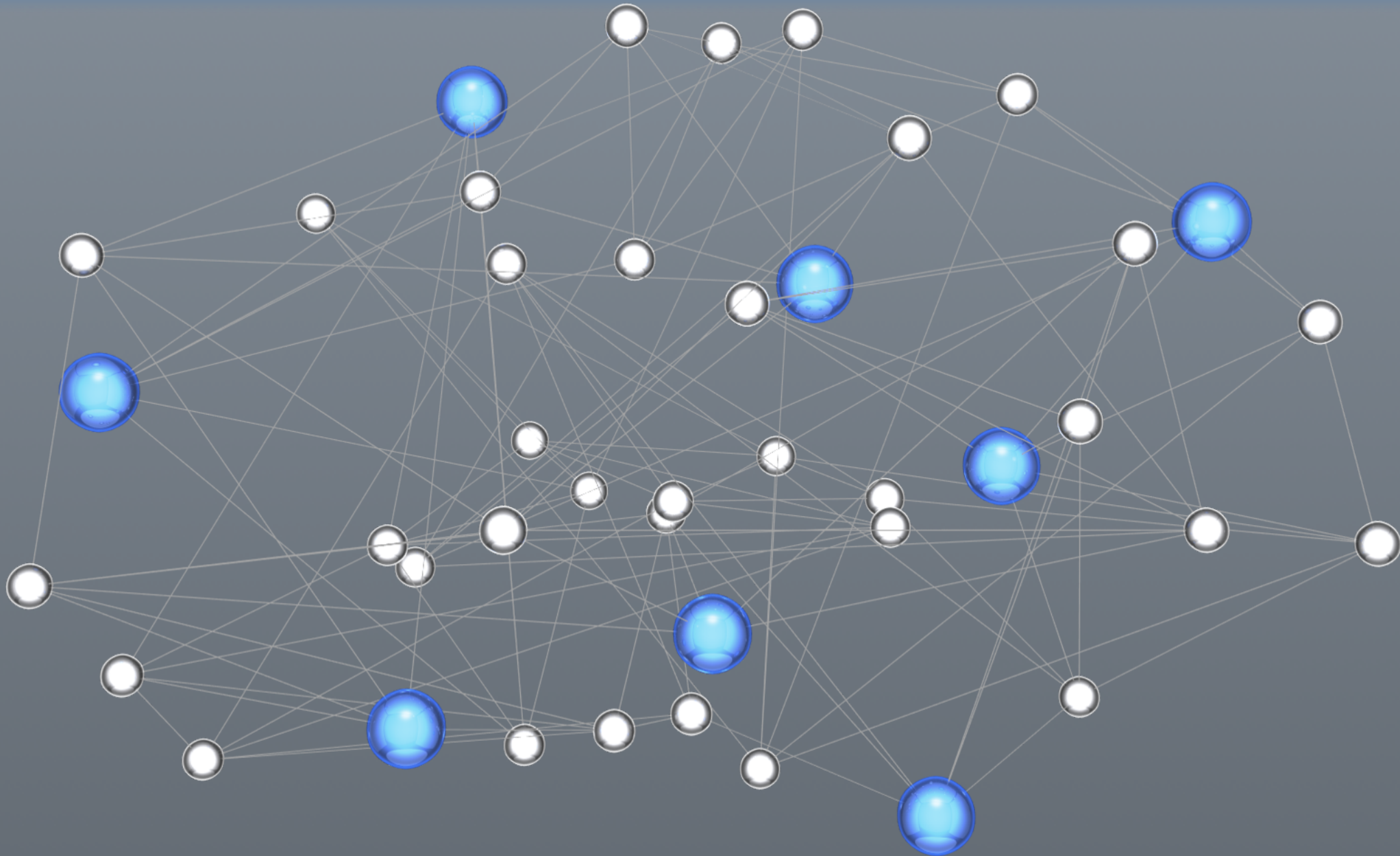
The Reality

There's no such thing as
a "change agent."

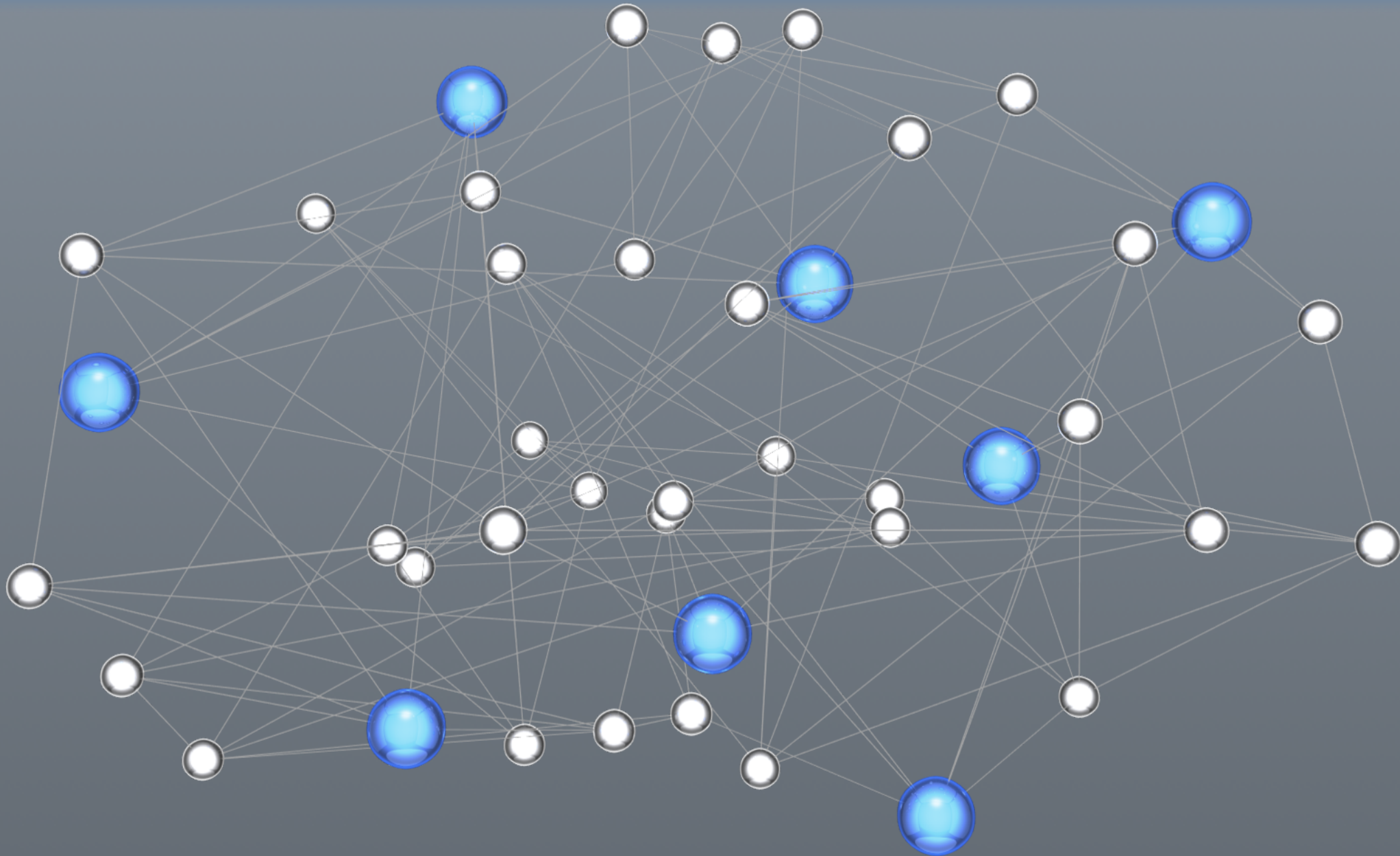
What you actually are is
a "change reagent": a
component of the same
reaction you are
producing.



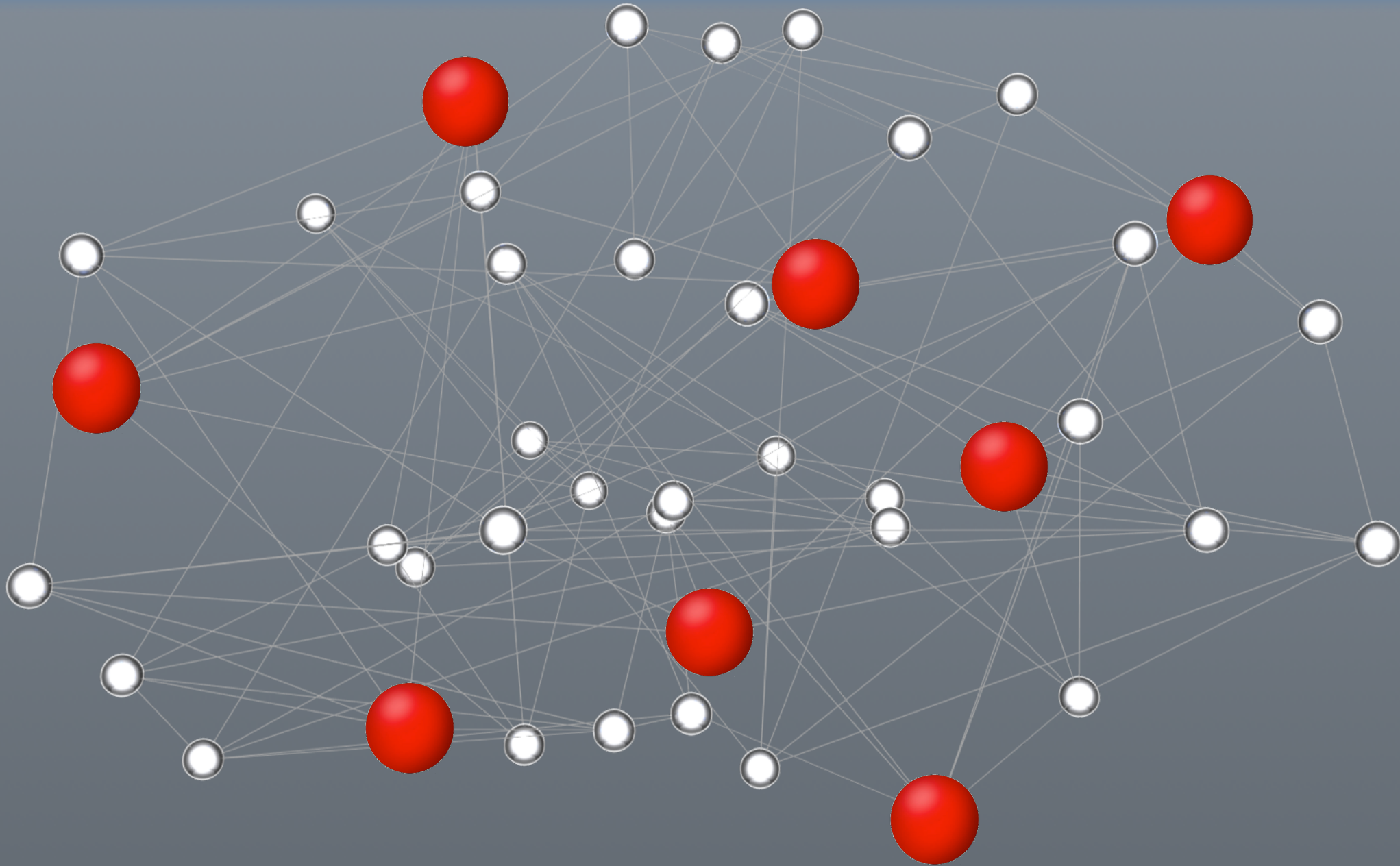
When You Change a System ...



... You're Part of That System



And You'll End Up Being Changed



Assumption #4

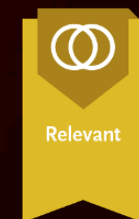
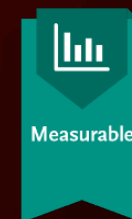
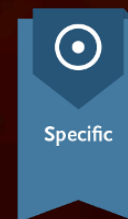


The concept of SMART goals make change easier to implement and progress easier to assess.

SMART Goals



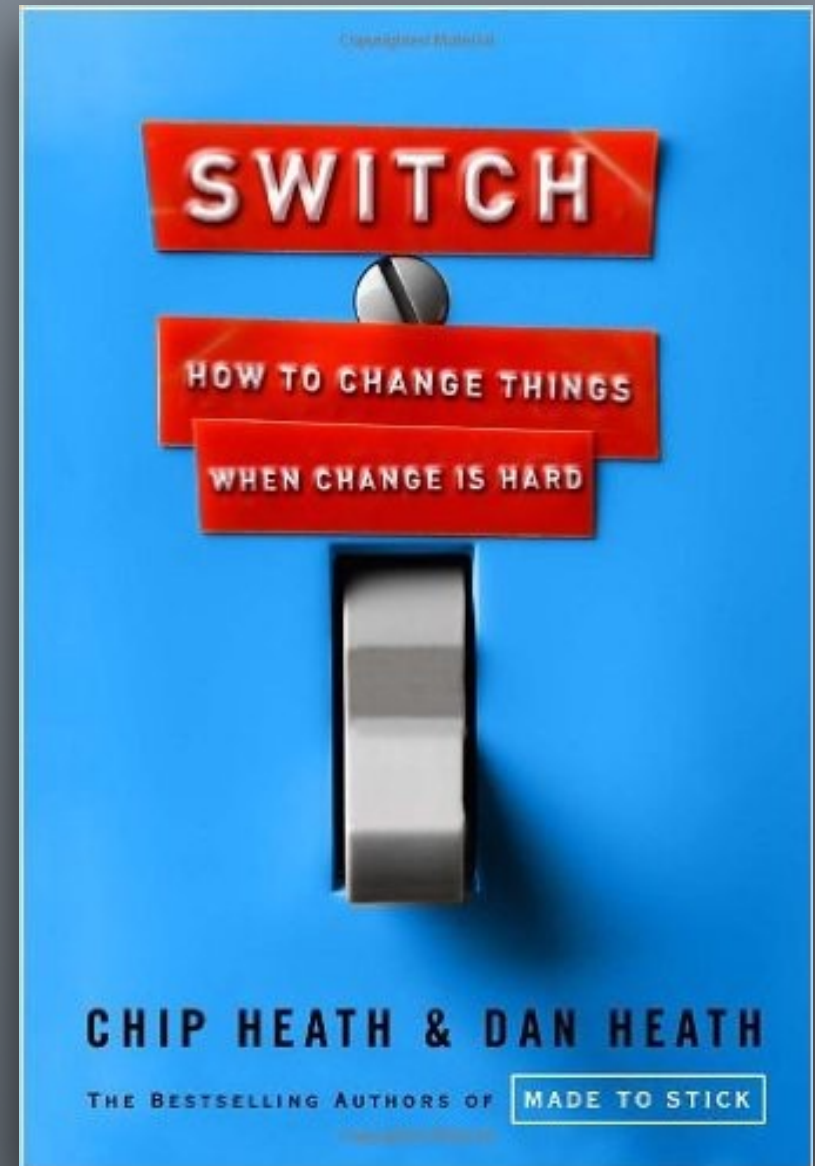
SMART



The Problem with Smart Goals

“The specificity of SMART goals is a great cure for the worst sins of goal setting – ambiguity and irrelevance (‘We are going to *delight* our customers every day in every way!’). But SMART goals are better for steady-state situations than for change situations, because the assumptions underlying them are that the goals are worthwhile.”

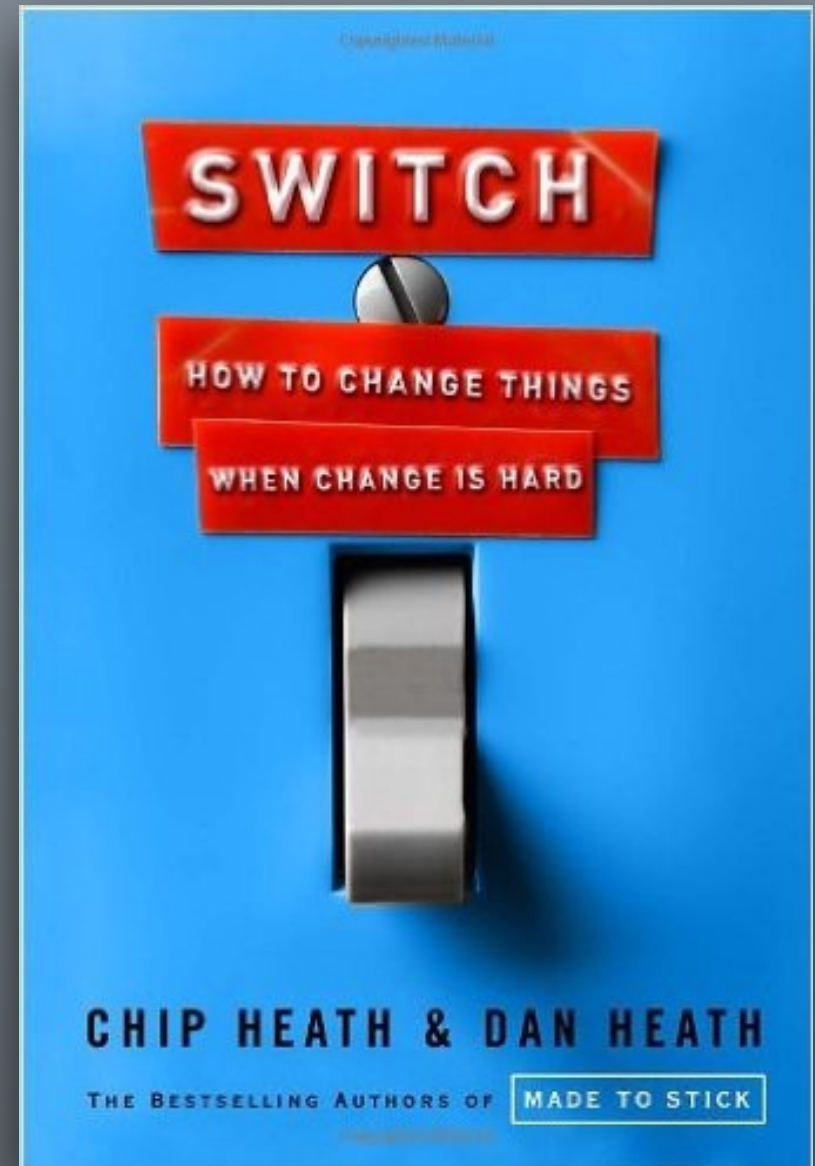
—page 82



The Problem with Smart Goals

“The specificity of SMART goals is a great cure for the worst sins of goal setting – ambiguity and irrelevance (‘We are going to *delight* our customers every day in every way!’). But SMART goals are better for **steady-state situations** than for **change situations**, because the assumptions underlying them are that the goals are worthwhile.”

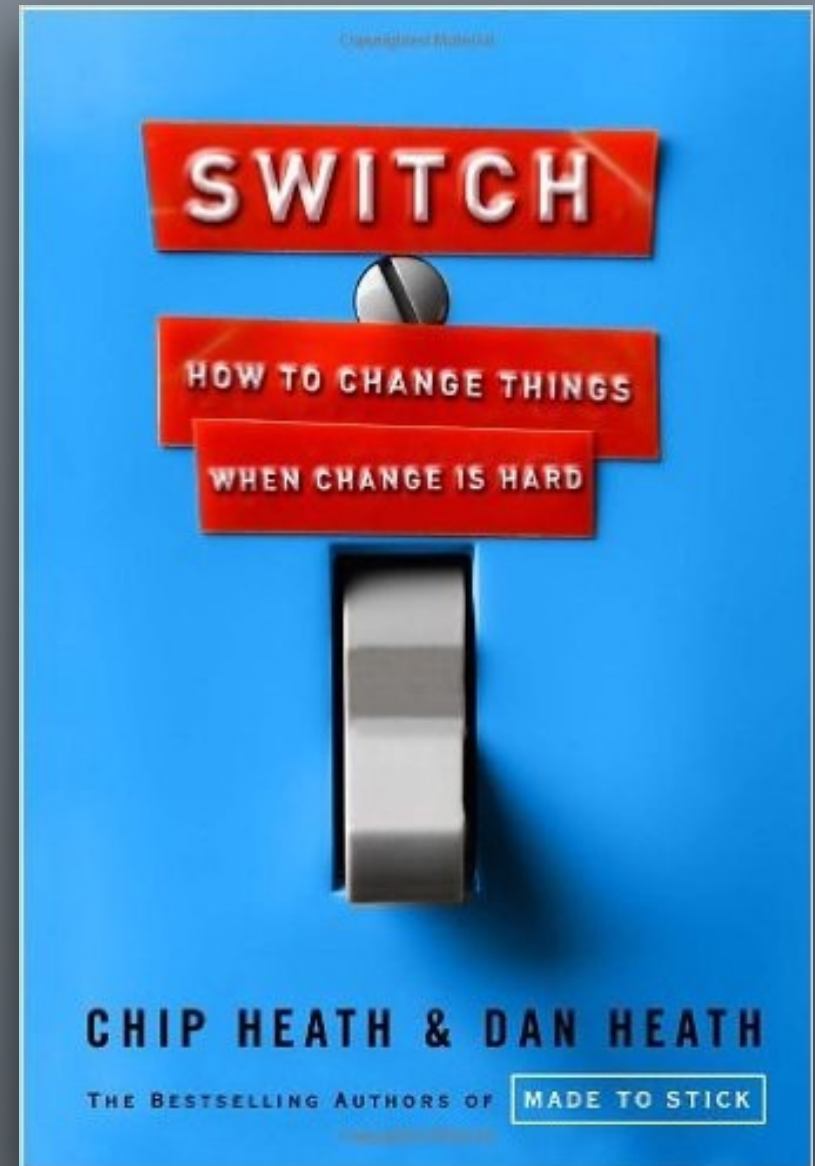
—page 82



The Problem with Smart Goals

“SMART goals *presume* the emotion; they don’t generate it. ... There are some people whose hearts are set aflutter by goals such as ‘improving the liquidity ratio by 30 percent over the next 18 months.’ They’re called accountants.”

—page 82



The Problem with Smart Goals

SMART goals engage the rider.



Elephants Are Excited by the Vision



- Riders need to know the SMART next step
- As well as the ultimate destination
- Effective change leadership involves engaging both our rational and emotional sides simultaneously

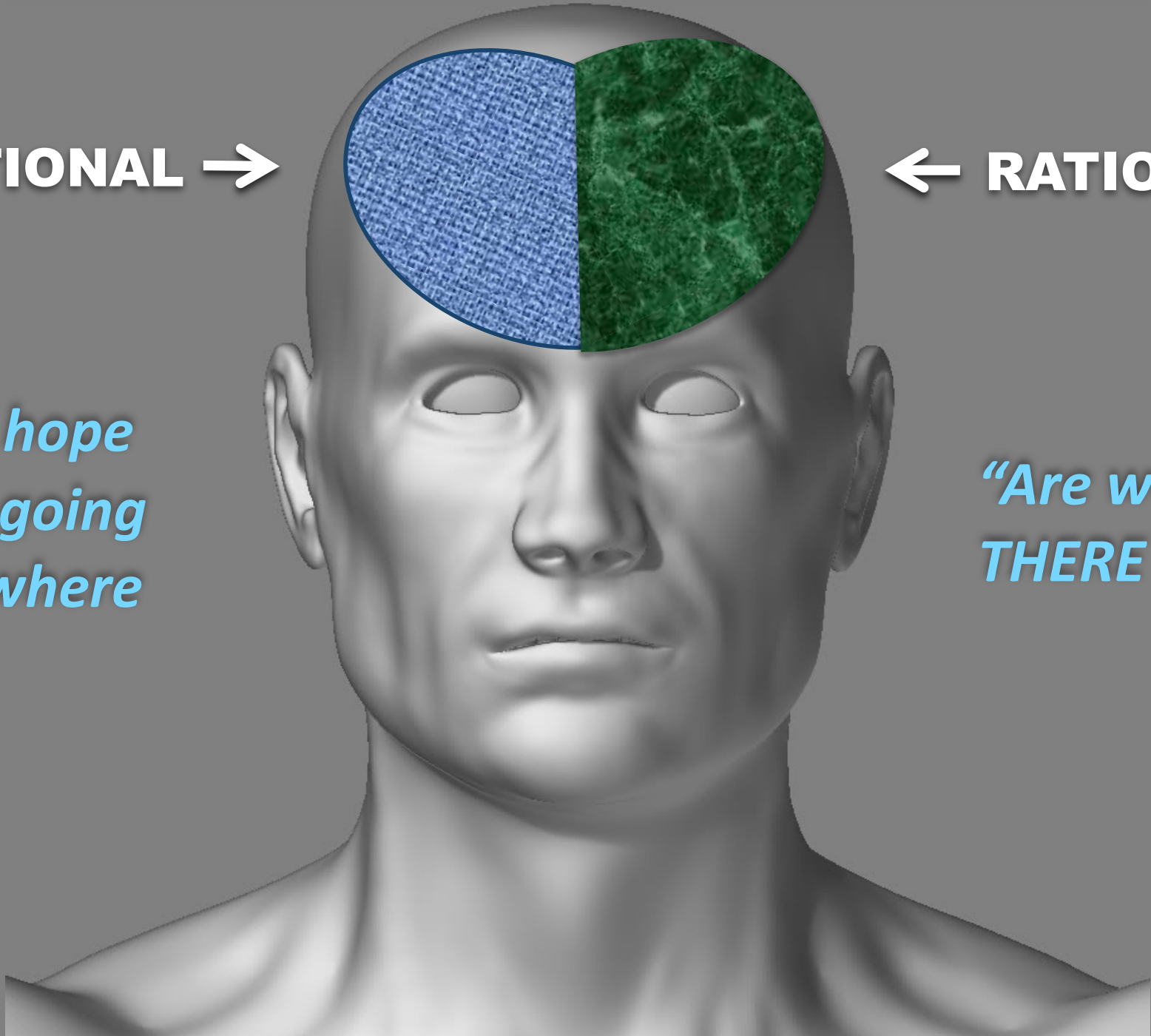
Long-Term Dream and Short-Term Practicality

EMOTIONAL →

← RATIONAL

*“Oh, I hope
we’re going
somewhere
fun!”*

*“Are we
THERE yet?”*



Assumption #5

If you get the
sociology right,
the psychology
follows.



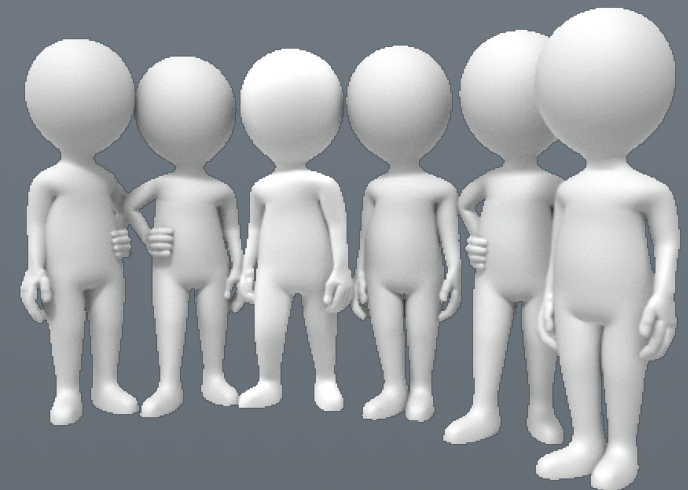
Assumption #5

TRANSLATION: If you
focus on the group,
the individual falls in
line.



Groups Are Made of Individuals

- Change leadership often requires a lot of one-on-one conversations
- It is like coaching: motivating **individuals** to achieve a **team** result
- Effective change leadership requires understanding that not everyone shares the same philosophy of change
- It adheres to a philosophy that the psychology and sociology of change are both equally important



Exercise #7

- Look back at the three changes you identified on page one.
- See if you made any of the five common assumptions about them.
- If you did, how does re-evaluating that assumption help you with the change?
- If not, what's one thing you can do next week to make progress on each change?



Exercise #7

We'll take five minutes for this exercise.

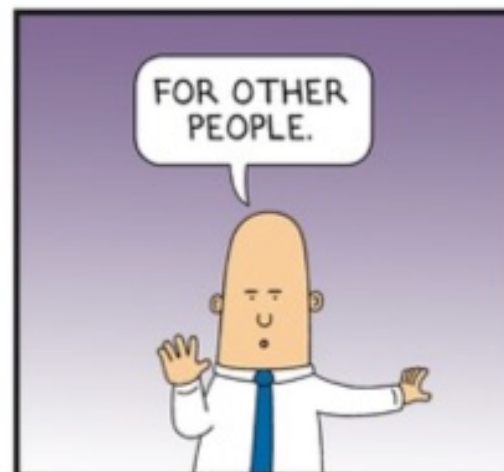


Summing Up

- Change is often difficult because we don't perceive the extent to which different people view change differently
- Change is often difficult when we don't understand the unique culture in which the change occurs
- Change becomes even more difficult when we approach it with false assumptions



Learning to Embrace Change



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Change Leadership in Higher Education

A Workshop for Academic Leaders



Questions? Comments?



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